

**School: Neil Cummins Elementary School**

**Year: 2021-22**

**School Local Control & Accountability Plan**

## School Profile

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, keep Neil Cummins united, resilient, and upward bound.

We are one of two elementary schools in the District, serving roughly 510 students in Kindergarten through fifth grade. Neil Cummins has 22 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 garden program.

Neil Cummins is devoted to delivering an academic program focused on the Common Core State Standards (CCSS). 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 assessments 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 its music teacher. Weekly art lessons with an art teacher provide imaginative pieces of work and opportunities for students to explore 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 Read-a-Thon. 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.

When asked if parents would recommend Neil Cummins School on the annual Local Control Accountability Parent Survey, 83% identified their recommendation at a 9 or 10 on a 1-10 point scale (10 being the highest). 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

<b>Writing</b> 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

<b>Listening</b> 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

<b>Research/Inquiry</b> 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
<b>Grade 3</b>	117	94	92	115	92	91	115	92	91	98.3	97.9	98.9
<b>Grade 4</b>	105	108	101	97	106	98	97	106	98	92.4	98.1	97
<b>Grade 5</b>	87	105	106	87	104	104	87	104	104	100	99	98.1
<b>All Grades</b>	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
<b>Grade 3</b>	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
<b>Grade 4</b>	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
<b>Grade 5</b>	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
<b>All Grades</b>	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
<b>Grade 3</b>	48.70	56.52	72.53	33.91	31.52	19.78	17.39	11.96	7.69
<b>Grade 4</b>	46.39	66.04	63.27	41.24	23.58	27.55	12.37	10.38	9.18
<b>Grade 5</b>	56.32	47.12	50.96	33.33	34.62	34.62	10.34	18.27	14.42
<b>All Grades</b>	50.17	56.62	61.77	36.12	29.80	27.65	13.71	13.58	10.58

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

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	36.52	44.57	65.93	52.17	46.74	30.77	11.30	8.70	3.30
<b>Grade 4</b>	48.45	59.43	60.20	43.30	32.08	31.63	8.25	8.49	8.16
<b>Grade 5</b>	37.21	38.46	41.35	48.84	41.35	50.96	13.95	20.19	7.69
<b>All Grades</b>	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"	
<b>Performance Goal #1:</b>						
<b>Close or narrow the equity gap for student groups (English Learner, students with disabilities, BIPOC, and socioeconomically disadvantaged).</b>						
(2) Implementation of Common Core State Standards	Equity audits: Discipline Attendance Awards/recognition	Narrow the equity gap in terms of access and achievement.	English Language Learners	Define and implement a multi-tiered system of support for intervention in ELA and mathematics for all grade levels with a focus on serving underrepresented subgroups.	LCFF Concentration Grant Title II SPARK General Fund	
(3) Parental Involvement	2019 v 2021 CAASPP Subgroup Data (LCMSD)	On state testing, 75% of students in target groups (English Language Learners, Students with Disabilities, Hispanic/Latino, and socioeconomically disadvantaged) will meet or exceed standards.	Students with Disabilities	Increase targeted outreach, parent education, and community connectedness. Create systems and structures to strategically communicate through different mediums, specifically for underrepresented subgroups. ELCC, DELAC, SPARK, multicultural events, and SSC.		
(4) Student Achievement	Low Socioeconomic Status ELA Achievement - 49% Math Achievement - 34%		Hispanic/Latino			
(5) Student Engagement			Socio-economically Dis-advantaged			
(6) School Climate	English Language Learner ELA Achievement - 30%/53% Math Achievement - 16%/47%			Regularly engage staff in common assessment (math and F/P), CAASPP, and/or ELA and math conference anecdotal data analyses with their respective grade levels/departments. Use these data to generate specific next steps for students below grade level expectations and underrepresented subgroups.		
(7) Course Access						
(8) Other Student Outcomes	Hispanic/Latino ELA Achievement - 55%/71% Math Achievement - 39%/66%					
	Students with Disabilities ELA Achievement - 44%/64% Math Achievement - 41%/64%			Further professional development in (Columbia) Readers and Writers Workshop, Cognitively Guided Instruction in		

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
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	<p>LCMSD Local Elementary Literacy Assessments Spring 2021Assessment (students at/above grade level expectations):</p> <p>K: 30% 1: 40% 2: 61% 3: 65% 4: 65% 5: 61%</p> <p>Note: This is for all LCMSD students. In 2021-22 these data will be disaggregated by subgroup</p> <p>Math Common Assessments Trimester 2; 2021 percentage of students at mastery level (advanced or proficient)</p> <p>K: 85.3% 1: 76.7% 2: 78.8% 3: 39.9% 4: 56% 5: 57%</p> <p>Note: This is for all students. In 2021-22 these data will be disaggregated by</p>			<p>math, Next Generation Science Standards (NGSS), English Language Development, and racial bias with an overlay of equity and how this translates to classroom practice. Conferring and strategy groups in reading, writing, and math.</p> <p>Further translation options for in-person, Zoom, written, and website content. Use technology tools and partnerships as applicable.</p> <p>Ongoing equity professional development (pop topics at every staff meeting and full staff meeting workshops once every 6 weeks).</p> <p>Implement equity audits.</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"	
	<p>subgroup</p> <p>Parental Engagement: LCAP Survey Neil Cummins (subgroup only data): Parent volunteerism (subgroups): 40% have volunteered on campus or through PTO/A or SPARK Foundation</p> <p>Neil Cummins (subgroup only data): My child feels a part of the classroom community 92% agree/strongly agree; 60% of parents are satisfied with their child's academic growth this year; 48% of parents are satisfied with their child's social-emotional growth this year</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
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<b>Performance Goal #2:</b> <b>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.</b>						
(2) Implementation of Common Core State Standards  (4) Student Achievement  (8) Other Student Outcomes	2019 v 2021 CAASPP Data (Neil Cummins)  3rd grade ELA Achievement - 90%/84% Math Achievement - 82%/92%  4th grade ELA Achievement - 79%/81% Math Achievement - 82%/84%  5th grade ELA Achievement - 82%/88% Math Achievement - 73%/74%  LCMSD Local Elementary Literacy Assessments Spring 2021 Assessment (students at/above grade level expectations):  K: 30%	State Testing: All grades will meet or exceed growth targets established by similar school mean gain scaled score.  Local Benchmarks (F/P and math common assessments): Students at/above grade level expectations on Fountas and Pinnell and math common assessments will be at or above the percentage met/exceeding standards on CAASPP.  100% of classroom teachers will embed professional learning (in the specific district focus areas of reading or math) in their annual professional goals.	All	Create and refine a guaranteed and viable curriculum for all grade levels in literacy, mathematics, and science. Grade level teams will be supported by internal experts and staff developers as needed.  Further professional development in (Columbia) Readers and Writers Workshop, Cognitively Guided Instruction in math, Next Generation Science Standards (NGSS), English Language Development, and racial bias with an overlay of equity and personalized learning for all students.  Each trimester, engage staff in common assessment, CAASPP, and/or ELA and math conference anecdotal data analyses with their respective grade levels/departments. Use these data to generate specific next steps for students at/above/below grade level expectations. Conferring and strategy groups in reading, writing, and math.	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
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	<p>1: 40%</p> <p>2: 61%</p> <p>3: 65%</p> <p>4: 65%</p> <p>5: 61%</p> <p>LCMSD Local Math Common Assessments Trimester 2; 2021 percentage of students at mastery level (advanced or proficient)</p> <p>K: 85.3%</p> <p>1: 76.7%</p> <p>2: 78.8%</p> <p>3: 39.9%</p> <p>4: 56%</p> <p>5: 57%</p> <p>LCAP Surveys Student responses - my teacher meets with me one time per week to discuss my: Writing: Neil Cummins (31%) Reading: Neil Cummins (27%) Math: Neil Cummins (44%)</p> <p>Parent responses - teacher provides differentiated learning opportunities: Neil Cummins: 79%</p> <p>LCMSD Teacher</p>			<p>Create and refine common assessments informed by standards-based curriculum maps. Calibrate Fountas and Pinnell Benchmark Assessment System administration. Common assessment data will be stored and analyzed via Illuminate, an online data warehouse.</p> <p>Define and implement a multi-tiered system of support for intervention in ELA and mathematics for all grade levels.</p> <p>Identify teacher representatives for each grade level to serve on the LCMSD Curriculum Council, which discusses curriculum (articulation between grade levels and curriculum mapping), professional development, and intervention.</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
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	<p>response - provides differentiated learning opportunities: 85%</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
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<b>Performance Goal #3:</b> <b>Wellness &amp; 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.</b>						
(1) Basic Services  (5) Student Engagement  (6) School Climate  (7) Course Access	Local Survey: 2021 LCAP Survey  91% staff report working in a collegial and professional environment  67% of staff report LCMSD provides a broad course of study  92% of staff report that LCMSD provides a safe environment for students  84% of parents report their child is connected to adults in their classroom  59% of parents report their child is connected to adults on campus  85% of parents rate LCMSD's emergency preparedness as good/excellent	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 32-Point Safety Guidance outlined by the Marin County Department of Public Health.  Safely operating schools for in person instruction based on local and State health criteria.  Maximize percentage of students feeling safe and connected to school.	All	LCMSD staff have received several years of mindfulness training and push-in lessons via counselors and/or staff developers. The District has identified a 20% Wellness Counselor who is charged with defining, implementing, and supporting common mindfulness tools from these trainings that will be used in all classrooms. That way, students will have a predictable set of tools that is not teacher dependent.  Defined classroom-based lessons, involvement in class placement, small group/individual therapy, executive functioning, drug/alcohol/nicotine education, suicide awareness and prevention, conflict resolution, growth mindset, and self regulation.  LCMSD went through major modernization and school construction projects over the past ten years. Now that projects are complete, it is time	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
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	<p>92% of parents report their child is emotionally safe at school</p> <p>96% of students report their teachers know them well</p> <p>90% of elementary students report positive relationships with peers</p> <p>93% of students report feeling safe in their classroom</p> <p>84% of elementary students report that teachers/grown-ups tell them when they do a good job</p> <p>93% of elementary students report that teachers/adults at their school believe they can do a good job</p> <p>California Healthy Kids Survey 2019-20 results for Cove and Neil Cummins, respectively</p> <p>93%, 86% report feeling connected to their school 92%, 83% report</p>			<p>to update the facilities master plan. A committee will be formed and facilitated by LCMSD CBO, Director of Facilities, and possibly a consultant.</p> <p>Continue expanding opportunities such as DELAC Leadership, ELCCs, and parent coffee chats. Examine lunch, recess, and social safety practices, as well as student survey data, to make informed action steps for identified gap areas.</p> <p>Grade level teams/departments will continue identifying essential standards for each reporting period, refining/developing rubrics and tools, and calibrating grading practices.</p> <p>At a minimum, campus safety practices, emergency response protocols, and school climate/culture will be assessed with best practices and updated as needed.</p>		

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	<p>support for social emotional learning 98%, 98% report positive behaviors for self 95%, 86% feeling safe at school</p> <p>Ability to fill 100% of designated Personal Protective Equipment (PPE) and Safety requests.</p>					