Larkspur-Corte Madera School District
Neil Cummins Elementary School
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www.neilcummins.org
CDS CODE # 21-65367-6024376

Single Plan for Student Achievement
2012-2013

Michelle Walker, Principal, Grades Preschool - 1

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Cookie Arrighi, Counselor

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Larkspur-Corte Madera School District Vision

Our vision is to provide an extraordinary education for every child and a positive, supportive environment where each student can thrive.

Larkspur-Corte Madera School District Mission

The mission of the Larkspur-Corte Madera School District Board of Trustees and staff is to develop literacy, critical thinking and enthusiasm for learning within each student by offering a rich, rigorous, relevant and engaging curriculum and through a collaborative partnership with parents and community.

District Strategic Priorities 2011-2013

1. Cultivate safe, healthy, caring and inclusive school environments that foster respect and compassion
2. Support and inspire each child to attain higher levels of achievement through a dynamic, inquiry-based curriculum that addresses individual needs
3. Attract, develop and retain talented and inspirational staff
4. Maintain the fiscal integrity and stability of the district
5. Manage enrollment growth by supporting smaller learning environments
6. Ensure consistent, effective communication and collaboration among classroom, home, district and community

Neil Cummins Vision Statement

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

Neil Cummins Mission Statement

Together our staff, parents, students and community are dedicated to the ongoing education of all young people in the Neil Cummins School.

We work collaboratively to teach, mentor, motivate, challenge, and inspire our students. Our goal is for our students to become independent, critical thinkers who respond ethically to the challenges facing the world.

We accomplish our mission through a well-rounded curriculum including rigorous academic instruction. We differentiate the curriculum to meet divergent learning styles in a variety of ways including implementing experiential, thematic and project-based learning wherever appropriate. Our focus is on educating the whole child, addressing cognitive, emotional, social, and physical growth. Best practices are enhanced by frequent assessment, regular opportunities for reflection, and innovative, ongoing professional development for our highly qualified, inspirational staff.

School Profile

Neil Cummins Elementary School is an award-winning public school of approximately 819 preschool through fourth grade students in the Larkspur-Corte Madera School District. Located in Corte Madera, California, in scenic Marin County, just north of San Francisco's Golden Gate. This is a community that strongly supports public education with a parcel tax, bond issue, and educational foundation. The business of the community is primarily retail and professional services.

In addition to a strong academic program, the school provides enrichment programs including music, lab science, library, and motor skills / physical education. We are also fortunate to be able to offer art and technology programs that are integrated through other content areas. These opportunities are made possible in large part by funding and volunteer support from a strong, active parent base, community businesses, supportive citizens and a generous art grant through Marin Community Foundation. The staff includes approximately 100 full and part-time certificated employees (including special educators, speech therapists, academic and English language support specialists, a nurse, a counselor, and librarian) and classified staff.

Student Enrollment by Grade Level
Data reported is the number of students enrolled in each grade level as of September 28, 2012.

Grade Level	Enrollment
Preschool	16
Kindergarten	162
Grade 1	144
Grade 2	166
Grade 3	154
Grade 4	156
Total Enrollment	**819**

Student Enrollment by Ethnic Group – Grades K-4 (does not include preschool)
Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	4	.5	Hispanic or Latino	92	11.5
American Indian or Alaska Native	1	.1	Pacific Islander	0	0
Asian	26	3.2	White (Not Hispanic)	457	56.9
Filipino	2	.3	Multiple or No Response	221	27.5

Neil Cummins Shared Decision Making / Leadership Structures
Our school's decision making philosophy supports shared, site–based decision-making processes. The result is distributed leadership across the learning community.

The *School Site Council* (consisting of parents, faculty, administration, and staff members) conducts a parent survey each spring 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. When funds are available for discretionary spending, they work on budget development and provide oversight for expenditures.

The Leadership Team (made up of representatives from each grade level, specialist groups, and classified support staff) provides two-way communication and shared decision making between administration and staff regarding student learning on matters including: student achievement; curriculum, instruction, and assessment; school processes and budget.

The administrative structure consists of two principals. This model is designed to ensure a smaller learning community feeling within a large organization. The primary grades principal works with preschool through grade one, and the intermediate principal works with grades two through four. The collaborative leadership structure allows for principals to work closely on the initiatives, issues and direction of Neil Cummins while addressing grade level appropriate work in an efficient and focused manner. The principals meet regularly with their respective grade level teams on instructional practices, curriculum and grade level alignment, school and grade level goals, and assessment of student progress. The specialists also meet monthly to coordinate and support their programs.

The *PTA* and *SPARK (Larkspur-Corte Madera Schools Foundation)* provide strong venues for parent participation and support of the schools. There are faculty representatives to both groups to facilitate communication.

Members of the Neil Cummins staff members also participate in *Round Table Forum* which is comprised of representative groups of certificated staff, classified staff and administrators who serve in an advisory and review capacity for curriculum and categorical programs.

Instructional Programs

Standards, Assessment, and Accountability
Teachers meet in grade level teams each week. During the first weeks of school, the focus is on gathering and analyzing student data from multiple measures to identify areas of strength and need for each child. Teachers use this information to structure, plan and implement intervention/enrichment groups that target specific skills and concepts intended to reinforce or extend each student's learning. They also differentiate instruction within classroom lessons to meet individual needs as appropriate.

Teachers across the K-4 grade span work together to identify essential standards. More emphasis will be placed on this set of aligned, essential standards that are critical for student learning. This year we continue to analyze the California Common Core Standards and work toward our implementation plan for these state adopted standards. Grade levels work together to create common assessments that align to essential standards. These assessments will measure student progress in meeting those standards. Additionally, each grade level administers benchmark assessments in reading, math and writing three times per year.

In addition to assessing progress toward state standards, teachers assess student progress toward 21st Century skills. Assessment of these skills happens in a variety of ways and is measured in a variety of ways (including rubrics, self-reflection, etc) to highlight student strengths.

Staffing and Professional Development
Our professional development focus continues to be on inquiry-based learning with a focus on driving questions that frame units or lessons. Each grade level team has three to four curriculum planning days with a primary focus on arts integration. Teachers also use the days to develop common assessments, analyze student data, and develop differentiated inquiry lessons/units in a variety of content areas. They work to determine effective ways to meet the diverse needs of our students so that all are making academic progress.

Neil Cummins staff is in the fourth year of a five-year Marin County Foundation (MCF) grant focused on integrating the visual and performing arts with the other major academic areas (Language Arts, Mathematics, History/Social Studies, Science). Teaching staff works with MCF Arts Integration Planners and teacher coaches to plan arts-integrated lessons and units of instruction. Many staff attended the summer arts institute hosted at Dominican University and funded by MCF. A Site Arts Team was formed this year to manage the focus of the MCF grant and to manage the site arts budget.

Professional development in the area of technology is ongoing and differentiated to meet the needs of various staff members. Emphasis this year is on the Google suite of tools (calendar, Google Drive, Google Sites, etc) as well as using devices such as computers, iPods and iPads to deepen student learning. Additionally, we continue to provide professional development in the area of special education. This happens through grade level meetings, staff meetings and professional development days.

Another area of emphasis for professional development is on strategies for teaching English Learners. Over the past year approximately 15 teachers have attended training in Guided Language Acquisition and Design (GLAD), and many more are working with their teams to design GLAD units that are interactive, vocabulary rich and specifically designed to help English Learners while benefitting all students.

Marin County Office of Education (MCOE) provides teachers with ongoing professional development opportunities. Some current topics of focus include the use of data to inform instruction and learning goals, teaching 21st Century skills, GLAD for English Learners and teaching special populations. Teachers will continue to engage in job-embedded professional development throughout the year.

We continue to use *Second Step* and *Character Counts* as programs that teach social and responsibility skills both in the classroom and on the playground. The counselor offers a wealth of information and support to students and parents alike. We hold monthly character assemblies to teach and celebrate each pillar of character. This year, we are also implementing the Playworks program. All campus support staff members as well as certificated teachers and a number of parent volunteers have been or will be trained in the Playworks philosophy and games in order to promote positive and healthy play on our playground and in our classrooms.

Teaching and Learning
Our teaching and learning focus continues to be on inquiry-based learning with a focus on driving questions that frame units or lessons. Teachers work in grade level teams to develop inquiry-based projects that engage students in rigorous and relevant work. They emphasize 21st Century learning skills including collaboration, problem-solving and critical thinking.

Neil Cummins uses state-adopted curricula in the areas of math (K-1 Everyday Math; 2-4 Houghton Mifflin Expressions) reading and language arts (Houghton-Mifflin), social studies (Scott-Foresman), and FOSS science. Additionally, other instructional materials have been implemented to support student achievement in writing (Step Up to Writing, Lucy Calkins), math (Every Day Counts), and self-management (Second Step, Playworks, Character Counts!).

We emphasize using technology as a tool for learning. Classrooms have several computers each for student use. We also provide laptop carts (so that entire classes can have 1:1 access to laptops), and maintain sets of iPods and iPads for classroom use.

Opportunity and Equal Educational Access
Students not meeting grade level standards are supported in areas of need. First, classroom instruction is differentiated to meet their needs. Small group instruction happens at every grade level. The next layer of support may include additional assistance in reading, math, and English language development from credentialed teachers (our academic support specialist, EL teacher, educational specialists or a classroom teacher) in a small group setting, either in their own classroom or in another classroom on campus. Teachers at all grade levels flexibly group and trade students with other teachers in their grade level to provide targeted instruction at all levels. These groups change regularly throughout the year as students make progress. Specific intervention materials have been purchased to support these students. The academic support, EL specialists, and special educators also provide support (strategies, materials, etc.) to classroom teachers. Please see *Appendix A: Title I Programs – Reading, Mathematics, and Academic Support*.

Students in grades 2-4 that are in need of extra support are included in a tutorial for an additional period after dismissal. Data are kept regarding student attendance and progress to ensure that the programs are well attended and providing the support needed by the students. Assessment information is made available to the classroom teachers.

Early release days are provided for kindergarten and first grade teachers to conduct assessments early in the fall to determine students' strengths/weaknesses. On-going observation, as well as informal and formal assessment results, provide regular feedback to the teacher. Differentiated instruction, project-based learning, and phonemic and phonetic-based direct instruction for beginning reading are a few of the strategies and methods used to support all levels of learners.

Parent and Community Involvement
The School Site Council (made up of parents, staff, and administration) and Leadership Team (faculty and staff in partnership with the principals) help to prioritize school site goals and allocations of specific funds in order to support all students. These teams as well as all teachers also help to formulate the Single Plan for Student Achievement. Faculty input is sought to determine the types of student support needed. Though the need for additional support continues to outpace our resources, school staff is dedicated to providing the targeted support we can provide (for instance, dedicated reading intervention specialists, after school tutorials, enrichment groups). Parents are asked to support and commit to their child's attendance in these programs.

Parent groups such as PTA and SPARK (parent foundation for the district) support students with financial and human resources. The PTA provides much of the volunteer force for what we do at Neil Cummins. They also provide many of the day-to-day needs such as classroom supplies and campus improvement, and facilitate communication between teachers and parents. SPARK is the major fundraising organization on our campuses (district wide). They pay for the district Music, Art, Science, and Technology programs, as well as subsidize Library services at both schools and the fifth grade Outdoor Education program at Hall Middle School.

In order to facilitate a strong home-school connection, Neil Cummins schedules parent-teacher conferences during the school year. These conferences allow parents and educators to plan and work together to help a child get the most out of his or her education.

The Neil Cummins School English Learners Advisory Committee (ELAC) meets regularly. The ELAC works to strengthen the home-school connection between the school and families of students who are learning English as a second language.

Parents have the opportunity to talk directly with school principals at the Principal Coffee Chats, which are scheduled regularly throughout the year.

The parent community receives school news and messages from principals each Sunday through The Weekly, a weekly newsletter distributed by the Neil Cummins School PTA.

Funding
Categorical funds (Titles I and III) are used to fund academic support and EL specialist positions and materials for direct student accelerated intervention. These specialists provide support in a number of ways: 1) by pushing in to the classrooms to assist underperforming students, 2) by pulling students out for individual and/or small group instruction, and 3) assessing student growth and areas of continued need.

Title II (Improving Teacher Quality) funds provide support for an additional day at the beginning of the year for new teachers' staff development, as well as costs for ongoing professional development.

School Safety and Violence Prevention funds are used in part for ConnectEd, a parent emergency communication tool.

Parcel Tax funds contribute to the district general fund to support programs and staffing.

Lease Revenue from closed schools contribute to the district general fund to support programs and staffing.

PTA funds are used to support classroom and school supplies, classroom art supplies, school assemblies, and supplemental instructional materials.

SPARK funds are used to pay for music, art, science, technology programs and library books.
SPARK Fund- A- Need funds this year are dedicated to providing a positive, safe and healthy playground experience for our students through training and materials.

School Accountability Report Card

Neil Cummins School Accountability Report Card can be found at www.neilcummins.org.

Analysis of Student Performance

The following charts are from the CST assessments (only 2nd-4th grade mean % correct scores are represented).

NC (2-4) CST Reading Clusters (Mean % Correct)
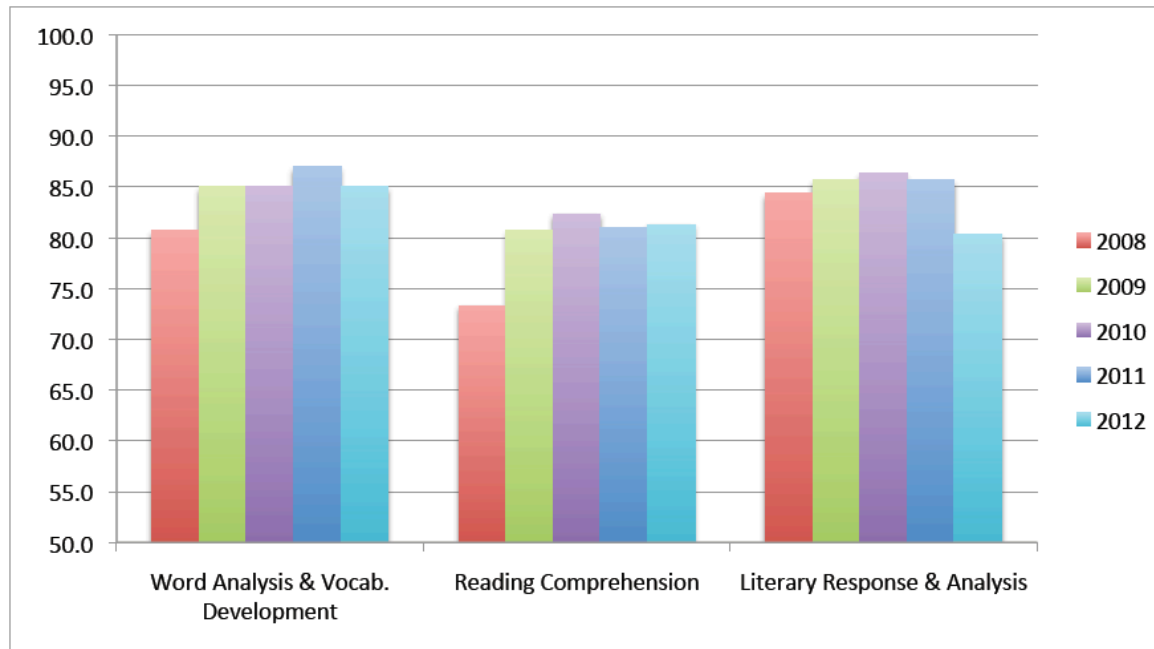
	2008	2009	2010	2011	2012
Word Analysis & Vocab. Development	80.7	85.0	85.0	87.0	85.0
Reading Comprehension	73.3	80.7	82.3	81.0	81.3
Literary Response & Analysis	84.3	85.7	86.3	85.7	80.3

There is no significant change in student scores from previous years in word analysis and reading comprehension. Our reading intervention groups grades 1-4 target phonics and reading comprehension. We will continue tutorial groups in grades 2-4 to help more students reach proficiency in reading. The Common Core standards emphasize opinion and informational writing which includes literary response and analysis (note 5% drop). This will be a natural area of emphasis as we move toward these standards.

NC (2-4) CST Writing Clusters (Mean %)
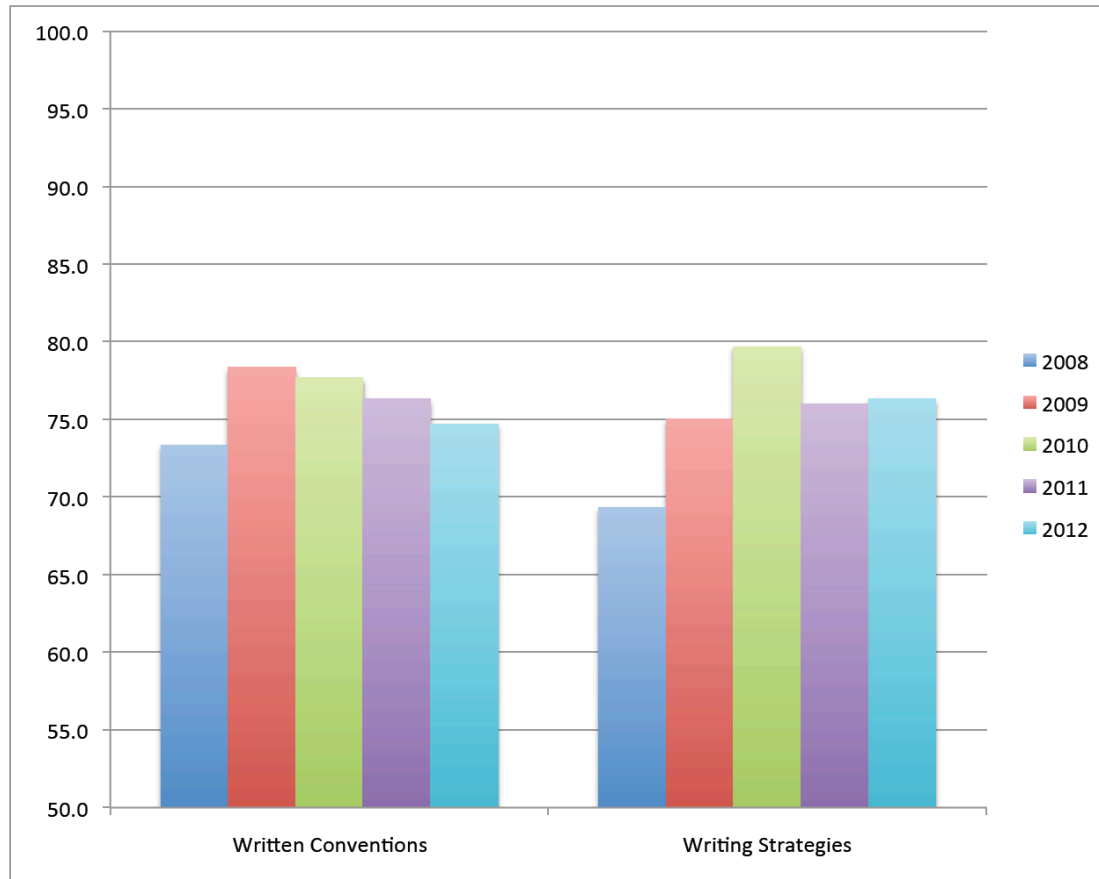
	2008	2009	2010	2011	2012
Written Conventions	73.3	78.3	77.7	76.3	74.7
Writing Strategies	69.3	75.0	79.7	76.0	76.3

Writing continues to be an area of focus K-8 this year. This is our second year of district wide writing benchmarks. Teachers are using grade level rubrics to score and analyze writing samples three times per year. Conventions are a continuous area for improvement. We expect to improve writing strategies and conventions through the use of rubrics and focused discussions around best practices in teaching writing.

NC (2-4) CST Math Clusters 1 and 2 (Mean % Correct)
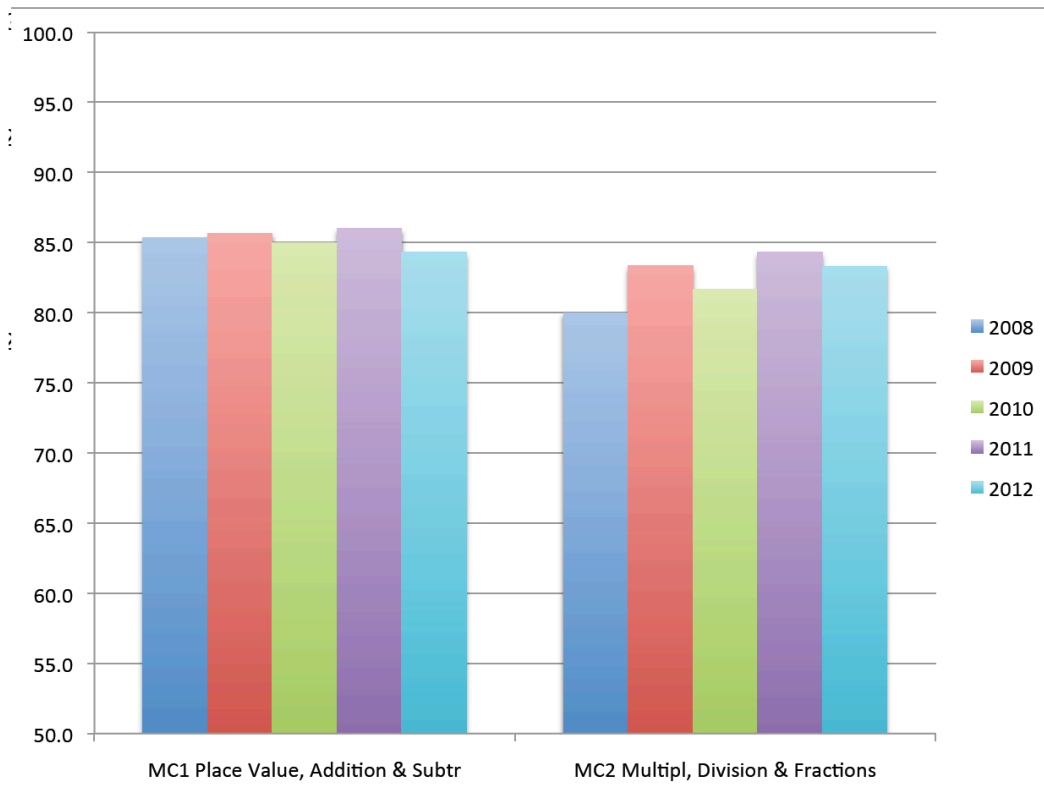
	2008	2009	2010	2011	2012
MC1 Place Value, Addition & Subtr	85.3	85.7	85.0	86.0	84.3
MC2 Multipl, Division & Fractions	80.0	83.3	81.7	84.3	83.3

Over the past 5 years, we have seen no significant changes in mathematics strand data. The trend is one of consistently high achievement. These clusters mainly represent proficiency in calculation, as this is what is measured on the CSTs.

NC (2-4) CST Math Clusters 3-5 (Mean % Correct)
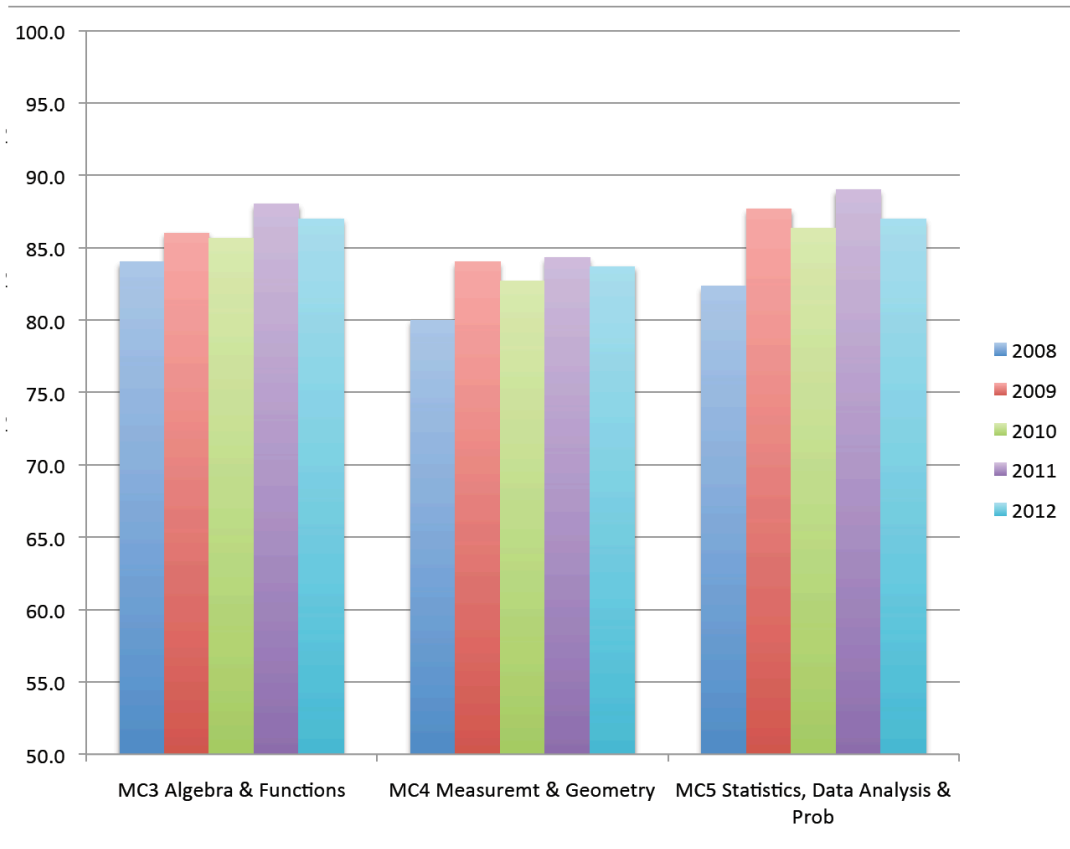
	2008	2009	2010	2011	2012
MC3 Algebra & Functions	84.0	86.0	85.7	88.0	87.0
MC4 Measuremt & Geometry	80.0	84.0	82.7	84.3	83.7
MC5 Statistics, Data Analysis & Prob	82.3	87.7	86.3	89.0	87.0

Over the past 4 years, we have seen no significant changes in mathematics strand data. The trend is one of consistently high achievement. These clusters mainly represent proficiency in calculation, as this is what is measured on the CSTs.

Table 1 (A): Academic Performance by Grade Level – ELA

API PROFICIENCY LEVEL BY GRADE FOR ALL STUDENTS		Grade 2				Grade 3				Grade 4			
		'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12
Number (#) and Percent (%) At or Above Proficient	#	123	106	118	106	102	122	115	127	131	116	136	127
	%	80	76.8	75	74	77	82.4	82	81	90	89.2	94	92
Number and Percent At Basic	#	22	23	30	28	20	17	19	23	8	10	7	8
	%	14	16.7	19	19	15	11.5	14	15	5	7.7	5	6
Number and Percent Below Basic	#	3	5	6	7	8	5	5	4	4	3	2	2
	%	2	3.6	4	5	6	3.4	4	3	3	2.3	1	1
Number and Percent Far Below Basic	#	6	4	3	3	2	4	1	1	3	1	0	1
	%	4	2.9	2	2	2	2.7	1	1	2	0.8	0	1
TOTAL NUMBER AND PERCENT	#	154	138	157	144	132	148	140	155	146	130	145	138
	%	100	100	99.4	100	100	100	97.2	100	100	100	95.4	100

Conclusions and Observations from the Data:

-The cohort that began second grade in 2010 increased percent proficient consistently (76.8 to 92) from second to fourth grade. Simultaneously, students scoring B, BB, and FBB decreased over the course of those 3 years.

-The cohort that began second grade in 2011 increased percent proficient (75 to 81) from second to third grade.

-There was no substantial change to the number of students scoring BB/FBB from 2011 to 2012.

-Grades 2-4 showed a slight decrease in % of students at or above proficient.

Table 1 (B): Academic Performance by Grade Level – Mathematics

API PROFICIENCY LEVEL BY GRADE FOR ALL STUDENTS		Grade 2				Grade 3				Grade 4			
		'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12
Number (#) and Percent (%) At or Above Proficient	#	132	110	132	113	110	129	124	135	121	98	125	112
	%	86	79.7	84	78	83	87.8	88	88	82	75.4	86	81
Number and Percent At Basic	#	16	20	13	22	13	11	13	16	17	22	14	20
	%	10	14.5	8	15	10	7.5	9	10	12	16.9	10	14
Number and Percent Below Basic	#	5	7	11	4	9	6	4	4	9	9	6	6
	%	3	5.1	7	3	7	4	3	3	6	6.9	4	4
Number and Percent Far Below Basic	#	1	1	1	5	-	1	0	0	-	1	0	0
	%	1	0.7	1	3	-	0.7	0	0	-	0.8	0	0
TOTAL NUMBER AND PERCENT	#	154	138	157	144	132	147	141	155	147	130	145	138
	%	100	100	99.4	100	100	100	97.2	100	100	100	95.4	100

Conclusions and Observations from the Data:

1. There were no 3rd or 4th grade students performing in the far below basic category.

2. Grades 2 and 4 showed a decrease in % of students at or above proficient. The grade 2 data represents the first data that we have on this cohort, so we will watch them closely this year. Math professional development and support is an ongoing focus this year.

3. Grade 2 showed a decrease in % of students below basic, and an increase in % of students at basic.

4. Grade 2 and 4 data is up and down from year to year (perhaps due to cohort composition) and Grade 3 data is more consistent (perhaps due to a successful program or instruction).

Table 2 (A): Academic Performance by Ethnicity (CSTs E/LA)

All data represent the K-4 configuration @ NC Only Grades 2-4 participate in the CST tests.

PROFICIENCY LEVEL ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP		All Students				Two or More Races				White				African-American				Hispanic				Asian				American Indian or Alaska Native				Filipino			
		'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12
Number (#) and Percent (%) At or Above Proficient	#	352	344	369	358	-	42	2	8	300	261	298	290	3	-	2	2	20	30	39	32	29	11	26	24	-	-	1	-	-	-	1	2
	%	82.2	82.7	83.6	82.3	-	80.8	100	100	85.7	89.1	86.9	86.3	60	-	100	100	50	52.6	66.1	59.3	87.9	91.7	79	72	-	-	50	-	-	-	100	100
Number and Percent At Basic	#	50	50	56	59	-	7	0	0	38	28	36	35	1	1	0	-	9	13	14	17	2	1	5	7	-	-	1	-	-	-	-	-
	%	11.7	12	12.6	10.7	-	13.5	0	0	10.9	9.6	0.1	10	20		0	-	22.5	22.8	23.7	33.3	6.1	8.3	15	20.7	-	-	50	-	-	-	-	-
Number and Percent Below Basic	#	15	13	13	13	-	2	0	-	7	2	6	8	1	1	0	-	6	8	5	4	1	-	2	1	-	-	-	-	-	-	-	-
	%	3.5	3.1	3	2.1	-	3.8	0	-	2	0.7	0.02	2.7	20		0	-	15	14	8.5	7.7	3.1	-	6	2.3	-	-	-	-	-	-	-	-
Number and Percent Far Below Basic	#	11	9	4	5	-	1	0	-	5	2	3	3	-	-	0	-	5	6	1	-	1	-	0	2	-	-	-	-	-	-	-	-
	%	2.6	2.2	1	1	-	1.9	0	-	1.4	0.7	0.01	1	-	-	0	-	12.5	10.5	1.7	-	3.1	-	0	5	-	-	-	-	-	-	-	-
TOTAL NUMBER AND PERCENT	#	428	416	442	435	-	52	2	8	350	293	343	336	5	2	2	2	40	57	59	53	33	12	33	34	-	-	2	-	-	-	1	2
	%	100	100	100	100	-	12.5	0.5	1.8	81.8	70.4	77.6	77.2	1.2	0.5	0.5	0.5	9.3	13.7	13.3	12.2	7.7	2.9	7.5	7.8	-	-	0.5	-	-	-	0.2	0.5

Conclusions and Observations from the Data:
1. From 2008-2012, the 5-year trend shows a significant increase in both the number of Hispanic students tested and the percentage of Hispanic students scoring proficient or above. However, Hispanic students performing at or above proficiency decreased by 7% percent from 2011-2012. Additionally, percent of Hispanic students scoring FBB and BB decreased. However, percent of Hispanic students scoring Basic increased.
2. A gap between White students and Hispanic students still exists. We will conduct a student-by-student analysis of scores on multiple measures to determine the best approach to this. Asian students performing at or above proficiency decreased for the second year in the row. This is a concerning trend. A gap now exists between Asian and White students' performance.
3. Numbers of African American students are statistically too small to draw conclusions.

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Table 2 (B): Academic Performance by Ethnicity (CSTs Mathematics)

PROFICIENCY LEVEL ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP		All Students				Two or More Races				White				African-American				Hispanic				Asian				American Indian or Alaska Native				Filipino			
		'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12
Number (#) and Percent (%) At or Above Proficient	#	359	337	381	359	-	40	2	7	308	255	311	293	2	-	2	2	21	32	37	31	28	10	28	25	-	-	1	-	-	-	-	1
	%	83.9	81.2	86	75.7	-	78.4	100	83.3	87.7	87.1	90.4	86.7	40	-	100	100	52.5	56.1	62.7	58.7	87.5	83.4	84.8	75.7	-	-	50	-	-	-	-	50
Number and Percent At Basic	#	45	53	40	57	-	9	0	1	30	30	23	32	2	1	0	-	11	12	12	17	2	1	3	6	-	-	1	-	-	-	1	1
	%	10.5	12.8	9	20.6	-	17.6	0	16.7	8.5	10.2	6.7	9.7	40	50	0	-	27.5	21.1	20.3	32	6.3	8.3	9.1	15.3	-	-	50	-	-	-	100	50
Number and Percent Below Basic	#	22	22	21	14	-	1	0	-	13	8	9	7	1	1	0	-	7	11	10	5	1	1	2	2	-	-	-	-	-	-	-	-
	%	5.1	5.3	4.6	3.2	-	2	0	-	3.7	2.7	2.6	2.3	20	50	0	-	17.5	19.3	17	10	3.1	8.3	6.1	7	-	-	-	-	-	-	-	-
Number and Percent Far Below Basic	#	2	3	1	5	-	1	0	-	-	-	1	4	-	-	0	-	1	2	0	-	1	-	0	1	-	-	-	-	-	-	-	-
	%	0.5	0.7	1	0.6	-	2	0	-	-	-	0.3	1.3	-	-	0	-	2.5	3.5	0	-	3.1	-	0	2.3	-	-	-	-	-	-	-	-
TOTAL NUMBER AND PERCENT	#	428	415	443	435	-	51	2	8	351	293	344	336	5	2	2	2	40	57	59	53	32	12	33	34	-	-	2	-	-	-	1	2
	%	100	100	100	100	-	12.3	0.5	1.8	82	70.6	77.7	77.2	1.2	0.5	0.5	0.5	9.3	13.7	13.3	12.2	7.5	2.9	7.4	7.8	-	-	0.5	-	-	-	0.2	0.5

Conclusions indicated by the data:

1. There was a decrease in percentage of students scoring proficient in all populations with significant numbers (White, Hispanic, Asian) from 2011-2012. This follows an overall increase in percent proficient from 2010-11.
2. A gap in proficiency percentages exists between White students and Hispanic students. In a new development, a smaller achievement gap now exists between White students and Asian students. We will conduct a student-by-student analysis of scores on multiple measures to determine the best approach to this.
3. Overall, both the number of Hispanic students and their percentage proficiency is up over a 5-year trend. However, Hispanic students performing at or above proficiency decreased by 4% percent from 2011-2012. There is not a clear trend for Asian students.
4. The numbers of African American, Two Races, American Indian/Alaskan Native, and Filipino students are statistically too small to draw conclusions from the achievement data.

Table 3: English/Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	All Students				Two or More Races				White				African-American				Asian				Hispanic				English Learners				Socio-economic Disadvantage				Students w/Disabilities				American Indian or Alaska Native				Filipino			
	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'08	'09	'11	'12
Participation Rate	100	98	100	100	*	98	100	100	100	99	100	100	100	67	100	100	100	100	100	100	100	96	100	100	100	97	100	100	100	100	100	100	100	97	100	100	*	*	100	*	*	*	100	100
Number At or Above Proficient	360	347	369	359	*	38	2	*	301	264	298	291	*	*	2	*	26	11	26	24	23	31	39	32	19	13	4	14	17	2	7	19	21	18	20	25	*	*	1	*	*	*	1	*
Percent At or Above Proficient	82	82	84	82	*	83	100	*	85	88	87	86	*	*	100	*	87	92	79	71	54	54	66	60	53	43	56	44	44	14	36	49	60	58	29	56	*	*	50	*	*	*	100	*
AYP Target	46	57	68	78	*	*	*	*	46	57	68	78	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Met AYP Criteria	Y	Y	Y	Y	*	*	*	*	Y	Y	Y	Y	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions indicated by the data:

1. As a school, we had one subgroup (White) and we met our AYP target for that subgroup.
 	
 The statistical sample on the following is small:
     2. Percent of socio-economically disadvantaged students scoring proficient was 12% higher than last year.
     3. Percent of students with disabilities scoring proficient was 26% higher than last year.

Table 4: Mathematics Adequate Yearly Progress (AYP)

MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP

AYP PROFICIENCY LEVEL	All Students				Two or More Races				White				African-American				Asian				Hispanic				English Learners				Socio-economic Disadvantage				Students w/Disabilities				American Indian or Alaska Native				Filipino			
	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12	'09	'10	'11	'12
Participation Rate	100	98	100	100	*	99	100	100	100	99	100	100	100	67	100	100	100	100	100	100	100	96	100	100	100	97	100	100	100	100	100	100	100	97	100	100	*	*	100	*	*	*	100	100
Number At or Above Proficient	366	339	381	359	*	36	2	*	308	257	311	293	*	*	2	*	26	10	28	25	23	33	37	32	19	13	2	17	18	5	9	20	17	17	23	24	*	*	1	*	*	*	0	*
Percent At or Above Proficient	83	81	86	82	*	78	100	*	88	86	90	86	*	*	100	*	87	83	85	74	54	58	63	60	53	43	27	53	46	36	36	51	49	55	32	53	*	*	50	*	*	*	*	*
AYP Target	48	58	69	79	*	*	*	*	48	58	69	79	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Met AYP Criteria	Y	Y	Y	Y	*	*	*	*	Y	Y	Y	Y	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions indicated by the data:

1. As a school, we had one subgroup (White) and we met our AYP target for that subgroup.
 	
The statistical sample on the following is small:
    2. Percent of socio-economically disadvantaged students scoring proficient was 11% higher than last year.
    3. Percent of English Learners scoring proficient was 27% higher than last year.
    4. Percent of students with disabilities scoring proficient was 21% higher than last year.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
K	0	0.0%	7	35.0%	5	25.0%	6	30.0%	2	10.0%	20
1	1	7.1%	8	57.1%	2	14.3%	3	21.5%	0	0.0%	14
2	0	0.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%	4
3	0	0.0%	3	37.5%	4	50.0%	1	12.5%	0	0.0%	8
4	1	16.7%	3	50.0%	1	16.7%	0	0.0%	1	16.7%	6
Total	2	3.8%	22	42.3%	15	28.9%	10	19.2%	3	5.8%	52

Conclusions indicated by the data:
1. Number of students tested was exactly the same from 2011 to 2012 (52 each year).
2. We continue to see more kindergartners arriving with limited English proficiency; 65% scored at or below the Intermediate level.
3. 64% of 1st grade students tested have reached Fluent English Proficient (FEP) status within one year of entering school.
4. The scores define 54% of test takes as English Learners (scoring at or below the Intermediate level) and 46% as FEP (Fluent English Proficient- scoring Early Advanced or Advanced).

Writing Assessment

Each year fourth grade students take the CST Writing Assessment in March. Students take the assessment again in grade seven. The California Writing Standards Tests address the writing applications standards for grades 4 and 7. Student writing is scored using a 4-point rubric. Each paper is scored by two assessors, and the scores are added together. Therefore, students can score between a 2 and 8 on the writing piece, with a score of 6 being proficient. At grade four, the writing applications standards require students to produce one of four types of writing: narrative, summary, information report, or response to literature. The California Writing Standards Test is designed to assess only those types of writing that lend themselves to a one-hour assessment. We expect that this assessment will change in spring of 2014 to reflect the greater emphasis on informative/explanatory and opinion writing genres that exists in the recently adopted CA Common Core Standards.

2012 CST Writing Scores

Grade 4 CST (142 Students)	Percent of Students
Score = 2	0
Score = 4	0
Score = 6	24
Score = 8	76
Students who submitted a blank paper	_
Students who wrote an essay on something other than the assigned topic.	_

Conclusions indicated by the data:
1. 100% of students performed at proficient or higher on this assessment. We get limited information back regarding student performance on the CST writing assessment. No student writing is returned to the school; the only information the school receives is a numeric score.
2. Writing continues to be a focus this year and teachers at every grade level. Teachers administer writing prompts 3 times per year using a 6-point rubric to score student writing.

School Site Council Survey Data Summary

The Neil Cummins School Site Council is responsible for creating and distributing an annual parent survey and interpreting the results. This survey provides valuable feedback to the school regarding parent perception of our performance as a school. The Site Council evaluates the feedback each year in areas such as academics, specialists and student support programs; school staff; communication between home and school; and school environment in order to identify key areas of focus for improvement. Listed below are a few highlights from the data.

Areas of Strength:
96% of parents reported that they were satisfied or very satisfied with their overall school experience.
97% of parents reported that they agree or strongly agree that their child's teacher maintains a classroom environment that is conducive to learning.
95% of parents reported that they agree or strongly agree that their child feels safe and secure at school.
95% of parents reported that they agree or strongly agree that information is communicated in a timely manner from both the school and teacher.

Areas for Focus:

89% of parents reported that the curriculum at Neil Cummins stimulates and engages their child/ren.

25% of parents stated that the curriculum in language arts, math and science is too easy (on average).

74% of parents stated that the principals provide strong leadership.

73% of parents stated that they agree or strongly agree that the students consistently show respect for other students.

83% of parents report that their child's playground experience is positive.

Neil Cummins Elementary School Achievement Goals Overview

Goal 1:

Increase student proficiency in Language Arts (as measured by the California State Standards Test and/or grade-level assessments). By May 2013:

Kindergarten: 85% of students, with prompting and support, will retell familiar stories, including key details as measured by the new kindergarten assessment.

Grade One: 80% of students scoring below 30 on the BPST in the beginning of the year will reach a score of 45 or more. (A score of 45 is equal to students' ability to read letter sounds, vowel sounds, digraphs, cvc words and blends.)

Grade Two: 80% of the 40 students scoring below 60 on the BPST in the beginning of the year will reach a score of 75 or more on the BPST.

Grade Three: 75% of third grade students will score an average of 4 or higher on the six-trait rubric on the Spring 2013 benchmark assessment, based on the the following traits: Conventions, Sentence Fluency, and Organization.

Grade Four: By May of 2013, the fourth grade class will show a increase from 79% correct to 89% correct in the written conventions section of the Language Arts Summative Test.

Goal 2:

Increase student proficiency in Mathematics (as measured by the California State Standards Test and/or grade-level assessments). By May 2013:

Kindergarten: 85% of all students will be able to count to 100 by ones and by tens and write numbers zero to twenty.

Grade One: 85% of students will score proficient in math as measured by a newly created grade level common core math standards assessment.

Grade Two: 85% of students will achieve a proficient score on a common core standards assessment regarding place value, using words, models and expanded form to represent numbers to 1,000.

Grade Three: 75% (15 students) of the 20 students who scored Basic on the 2011-12 Math CST will score proficient.

Grade Four: By May 2013, the fourth grade class will increase the mean percentage correct from 83% to 89% in the addition/subtraction/multiplication/division cluster of the CST.

Goals 1 and 2:

Ensure that core curriculum is rigorous and engaging (as measured by results of the School Site Council Survey and/or site developed measures).
By May 2013:

Less than 20% of parents will rate the core curriculum in ELA, math and science is too easy.

Ensure continue academic growth for identified groups of students (as measured by results of the School Site Council Survey and/or site developed measures). By May 2013:

100% of students who are in identified subgroups (SES disadvantage, and Hispanic) will show growth in ELA and math through continuous progress monitoring.

Goal 3:

Ensure a safe, healthy and positive climate on the playground (as measured by results of the School Site Council Survey and/or site developed measures). By May 2013:

90% of parents will rate their child's experiences on the playground positively (good to excellent).

80% of parents stated that they agree or strongly agree that the students consistently show respect for other students.

Goal 4:

Increase parental understanding of arts education and integration. By May 2013:

80% of parents will rate arts integration programs positively (good to excellent).

Planned Improvements in Student Performance (Goal Action Plans)

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures.

Goal 1: ELA

School: Neil Cummins Elementary		Date: October 30, 2012	
District Strategic Priority	Support and inspire each child to attain higher levels of achievement through a dynamic, inquiry-based curriculum that addresses individual needs		
Goal #1 of 4	All students will demonstrate growth through a rigorous, engaging ELA curriculum as measured by: K-4: Less than 20% of parents will report that the ELA curriculum is too easy. 100% of students K-4 who are in identified subgroups (SES disadvantages, and Hispanic) will show growth in ELA as measured by continuous progress monitoring. **Kindergarten:** 85% of students, with prompting and support, will retell familiar stories, including key details as measured by the new kindergarten assessment. **Grade One:** 80% of students scoring below 30 on the BPST in the beginning of the year will reach a score of 45 or more. (A score of 45 is equal to students' ability to read letter sounds, vowel sounds, digraphs, cvc words and blends.) **Grade Two:** 80% of the 40 students scoring below 60 on the BPST in the beginning of the year will reach a score of 75 or more on the BPST. **Grade Three:** 75% of third grade students will score an average of 4 or higher on the six-trait rubric on the Spring 2013 benchmark assessment, based on the the following traits: Conventions, Sentence Fluency, and Organization. **Grade Four:** The fourth grade class will show a increase from 79% correct to 84% correct in the written conventions section of the Language Arts Summative Test.	**Evidence Indicators**	• CST • Classroom assessments • SSC survey

Key Driver	Principals and Teachers	**Baseline Indicators**	82% of students in grades 2-4 were proficient or advanced on the ELA CST in 2011. 25% of parents reported that the Neil Cummins ELA curriculum was too easy on the data SSC Survey in May 2012.
Teams/Groups Responsible	Principals and Teachers		

Measureable Action Steps to Achieve Goal (not all apply to every grade level)	Monitor Dates			Resources/ Expenditures	Est. Cost	Funding Source
- Use revision and editing and peer/self editing - Continue Reading Eggs with all students TK-2 - Progress monitor every two weeks all students who are below proficient - Monthly GLM check-ins to discuss student progress - Use a range of resources to teach/reinforce conventions (i.e. Daily Language, Daily 5) - Increase foci of offerings at Intervention (aka: reading groups, flexible groups, switcharoos, enrichment, etc.) groups - Send teachers to GLAD training - Increasing options of "things to do when done", differentiated instruction, and hands-on, small group learning (communicate around this so parents know what students are learning) - Increase use of driving questions in lessons/units to create an inquiry-based approach - Communicate to parents what is happening with regards to Intervention groups, GATE and differentiated instruction - Improve student perseverance with complex problems - Continue parent volunteer "reading buddies" program - After school tutorials for grades 2-4 - Integrate arts opportunities such as drama, puppets and story boards - Use strategies such as guided oral retelling - Administer 3 benchmark assessments per year - Use common assessment data to inform instruction - Teachers administer and score common writing prompts 3 times per year	**T1** 11/16	**T2** 3/1	**T3** 6/4	School license for Study Island .3 FTE Reading specialist	$3500	Title 1 Title 1

Goal 2: Mathematics

School: Neil Cummins Elementary		Date: October 30, 2012			
District Strategic Priority	Support and inspire each child to attain higher levels of achievement through a dynamic, inquiry-based curriculum that addresses individual needs.				
Goal #2 of 4	All students will demonstrate growth through a rigorous, engaging Math curriculum as measured by: K-4: Less than 20% of parents will report that the Math curriculum is too easy. 100% of students K-4 who are in identified subgroups (SES disadvantages, and Hispanic) will show growth in Math through continuous progress monitoring. **Kindergarten**: 85% of all students will be able to count to 100 by ones and by tens and write numbers zero to twenty. **Grade One:** 85% of students will score proficient in math as measured by a newly created grade level common core math standards assessment. **Grade Two:** 85% of students will achieve a proficient score on a common core standards assessment regarding place value, using words, models and expanded form to represent numbers to 1,000. **Grade Three:** 75% (15 students) of the 20 students who scored Basic on the 2011-12 Math CST will score proficient. **Grade Four:** By May 2013, the fourth grade class will increase the mean percentage correct from 83% to 88% in the addition/subtraction/multiplication/division cluster of the CST.	**Evidence Indicators**	• CST • Classroom assessments • SSC survey		
Key Driver	Principals and Teachers	**Baseline Indicators**	82% of students in Grades 2-4 were proficient or advanced on the Math CST in 2012. 27% of parents reported that the Neil Cummins Math curriculum was too easy on the data SSC Survey in May 2012.		
Teams/Groups Responsible	Principals and Teachers				
Measureable Action Steps to Achieve Goal (not all apply to every grade level)		**Monitor Dates**	**Resources/ Expenditures**	**Est. Cost**	**Funding Source**

	T1	T2	T3			
▪ Math Talks professional development for teachers to be able to implement math talks in their classrooms ▪ Use Math Reads curriculum from Marilyn Burns to integrate literature into math ▪ Provide more open ended tasks for students (eg. games that address important skills and concepts) with a variety of entry points and challenge levels ▪ Ongoing collaboration and discussion of best practices for intervention instruction (i.e. use of manipulatives; alternative approaches to instruction, eg. Lattice Approach) ▪ Provide teachers with meaningful math games and appropriate questions to ask to guide student thinking while playing these games ▪ Targeted Small Group Instruction in classroom ▪ Use peer buddies to aide understanding of the concepts ▪ Use integrated art lessons to deepen understanding of the concepts. ▪ Increase the use of the EL specific strategies in math lessons ▪ Increase foci of offerings at Intervention (aka: switcharoos, flexible groups, etc.) groups ▪ Increasing options of "things to do when done" ▪ Increase opportunities for differentiated instruction. Ensure its happening in classes. ▪ Increase opportunities for hands-on, small group (communicate around this so parents know what students are learning) ▪ Increase use of driving questions in lessons/units to create an inquiry-based approach ▪ Improve student perseverance with complex problems ▪ After school tutorials ▪ Administer 3 benchmark assessments per year ▪ Use common assessment data to inform instruction	11/16	3/1	6/4			

Goal 3: Playground and Positive School Environment

School: Neil Cummins Elementary		Date: October 30, 2012				
District Strategic Priority	Cultivate safe, healthy, caring and inclusive school environments that foster respect and compassion.					
Goal #3 of 4	*Ensure a safe, healthy and positive climate on the playground (as measured by results of the School Site Council Survey and/or site developed measures). By May 2013:* 90% of parents will rate their child's experiences on the playground positively (good to excellent). 80% of parents stated that they agree or strongly agree that the students consistently show respect for other students.	**Evidence Indicators**	• Site Council Survey questions regarding behavior, safe/secure, and experiences on playground. •Student Survey about their experiences on the playground.			
Key Driver	Principals Recess Coach	**Baseline Indicators**	73% of parents stated that students consistently showed respect for other students (agree/strongly agree) on the '11-12 SSC survey.			
Teams/Groups Responsible	Principals Campus Support Teachers Parent Volunteers Counselor					

Measureable Action Steps to Achieve Goal	**Monitor Dates**			**Resources/ Expenditures**	**Est. Cost**	**Funding Source**
- Playworks: - train campus support and paraprofessionals - train classroom teachers - train parent volunteers - Implement game of the week schedule - Implement freeze whistle - Simplify and post school rules - Assemblies to address respectful play - Train campus support staff in managing playground conflict - Continue monthly perfect attendance program - Increase parent education in the areas of bullying/teasing via the Weekly, articles, website, speakers - Create and implement student survey about playground experiences - Continue monthly Character Counts assemblies - Provide student leadership opportunities (i.e. safety patrol, student council, compost crew) - Pursue parent mediators to help resolve conflict on the playground - Provide student opportunities to improve the campus (brooms, compost, trash grabbers)	**T1** 11/16	**T2** 3/1	**T3** 6/4			

Goal 4: Arts and Technology Integration

School: Neil Cummins Elementary		Date: October 30, 2012					
District Strategic Priority	Support and inspire each child to attain higher levels of achievement through a dynamic, inquiry-based curriculum that addresses individual needs.						
Goal #4 of 4	Arts integration: 80% of parents will rate arts integration positively on the SSC Survey. Technology Integration: 70% of parents will rate technology integration positively on the SSC Survey.	**Evidence Indicators**	• K-4 Grade Classroom Instruction • Grade level unit plans • Small Moment write ups • Teacher Newsletters • Site Council Survey • Ning membership and level of activity				
Key Driver	Principal Site Arts Team District and Site Technology Leaders	**Baseline Indicators**	74% of parents rated arts integration as excellent/good on the 2011-12 SSC survey. 65% of parents rated technology integration as excellent/good on the 2011-12 SSC survey.				
Teams/Groups Responsible	Site Arts Team Teachers District and Site Technology Leaders						

Measureable Action Steps to Achieve Goal	**Monitor Dates**			**Resources/ Expenditures**	**Est. Cost**	**Funding Source**
Establish Site Arts Team to lead the arts integration effort at Neil Cummins						
	T1	**T2**	**T3**			
K-4: Create at least one integrated arts unit at each grade level.	11/16	3/1	6/4			
Each teacher will document a "small moment" demonstrating arts integration in his/her classroom.						
K-4: Provide art materials and classroom supplies to teachers in order to meet the needs of all students.						
Continue regular communication to parents regarding integration						
Provide professional development in the area of arts integration						
Provide professional development in the area of technology integration						
Model technology use at staff meetings regularly						
Communicate teacher expectations in the area of technology proficiency						
Ensure that teachers achieve green belt status in 2 key areas of Google Ninja						

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

State Programs		**Allocation**
☐	Economic Impact Aid/ State Compensatory Education <u>Purpose</u>: Help educationally disadvantaged students succeed in the regular program.	Don't participate
√	Economic Impact Aid/ English Learner Program <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$ 25,750
√	Professional Development Block Grant <u>Purpose</u>: Train classroom personnel to improve student performance in core curriculum areas.	$ 29,846
√	Peer Assistance and Review <u>Purpose</u>: Assist teachers through coaching and mentoring.	$ 6,699 (Districtwide)
☐	Pupil Retention Block Grant <u>Purpose</u>: Prevent students from dropping out of school.	Don't participate
√	School and Library Improvement Program Block Grant <u>Purpose</u>: Improve library and other school programs.	$ 40,120
√	School Safety and Violence Prevention Act <u>Purpose</u>: Increase school safety.	$ 4,162 (Districtwide)
√	Gifted and Talented Education (District Allocation)	$ 17,137 (Districtwide)
√	Art/Music Grant	$ 17,117 (Districtwide)
	Total amount of state categorical funds allocated to this school	(All flexed through 2013-14)

	Federal Programs under No Child Left Behind (NCLB)	
☐	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	N/A
☐	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	N/A
√	Title I, Part A: School-wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	N/A
☐	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 32,701
☐	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	N/A
√	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$ 9,275
√	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$ 124 (Districtwide)
√	Title III, LEP: Language Instruction for Limited-English-Proficient Students Title III, Immigrant Ed Language Instruction Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$3,052 (Districtwide) $4,112 (Districtwide)
	Total amount of federal categorical funds allocated specifically to this school:	$41,976
	Total amount of state and federal categorical funds allocated specifically to this school:	$41,976

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[1]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Leo Kostelnik	X			
Michelle Walker	X			
Brooke Suther		X		
Maria Miller		X		
Alice Franco			X	
Nadine Aarsheim				X
Wendy Morgan				X
Kelly Guffy				X
Jennifer Browne				X
Deb Blum				X
Jennifer Jones				X
Kathleen Clancy, CSEA Representative			X	
Numbers of members of each category	2	2	2	6

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[1] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Their peer group must select members.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply):*

   ✓ School Advisory Committee for State Compensatory Education Programs

   ✓ English Learner Advisory Committee

   ✓ Community Advisory Committee for Special Education Programs

   ✓ Gifted and Talented Education Program Advisory Committee

   ✓ Other: School Teacher Leadership Team

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on October 24, 2012.

Attested:

Michelle Walker		
Typed name of school principal	Signature of School Principal	Date
Leo Kostelnik		
Typed name of school principal	Signature of School Principal	Date
Wendy Morgan		
Typed name of SSC chairperson	Signature of SSC Member	Date

SITE: _____Neil Cummins_____ PROGRAM: _____Title I, Part A Basic Grant_____ RESOURCE #: __3010_____

REVENUE: PROJECTED ALLOCATION: $ 33,157
                    PRIOR YEAR CARRYOVER:

                    TOTAL PROJECTED REVENUE: $ 33, 157

EXPENDITURES:

OBJECT CODE	DESCRIPTION	AMOUNT
1000	**Certificated Salaries:** 50% of a .6 FTE reading specialist position	$22, 640.50
2000	**Classified Personnel**	$0
3000	**Statutory Benefits:** Retirement, Worker's Comp, STRS/PERS, etc. Certificated salaries = 16.31%	$6,713
4000	**Supplies and Materials:**	$1,907
5000	**Contracts:**	$0
7310	**Indirect Costs** (if allowable) Rate : up to 6.82%	$2,117
	TOTAL PROJECTED EXPENDITURES:	*$33,57*

Approved by: _____   _____   _____   _____
                    Principal   Date   Business Manager   Date

SITE: ___Neil Cummins_____ PROGRAM: ___School & Library Improvement Block Grant_____ RESOURCE #: __D2#241___

REVENUE: PROJECTED ALLOCATION: $-0-
                          PRIOR YEAR CARRYOVER:

                          TOTAL PROJECTED REVENUE: $-0-

Approved by: _____   _____   _____   _____
                    Principal   Date   Business Manager   Date

Appendix A: Title I Programs – Reading, Math, and Academic Support

The Larkspur-Corte Madera School District utilizes Federal Title I funds to provide reading and math intervention programs for students who are economically disadvantaged or underperforming based upon grade level benchmarks, content standards or standardized assessments. The goal of the Title I program is to help identified students improve their academic performance, acquire skills, and attain grade level proficiency.

Title I programs consist of supplementary instruction in reading and math in order to reinforce grade level content skills, and improve achievement.

Title I services include:
1. Direct instruction in Reading strategies in a small group setting for students in grades 1 through 4.
2. Direct instruction in Mathematics in small group setting for grades 3 and 4.
3. Remediation in reading, language arts or mathematics based upon individual student needs.
4. In a school wide program, all staff at that building may benefit from professional development funded through Title I.
    - In targeted assistance schools, only staff persons directly working with Title I students can benefit from professional development provided by Title I funding, including the regular classroom teacher if Title I students are in attendance.
    - Parents of Title I students in targeted assistance schools and all parents in school-wide programs may participate in professional development funded by Title I.

Title 1 is also known as No Child Left Behind Act of 2001 (previously ESEA). It supports improving the academic achievement of the disadvantaged and its purpose is to unsure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach proficiency on achievement standards and state academic assessments. Title I funds help pay for specialist services, such as reading and academic support specialists to provide instruction. Title I funds can also be used for summer, before and after school programs, professional development and training for teachers and classified staff.

Qualification for 1st Grade Reading Intervention and Support – Pull Out (TIER II – RTI)

1. Classroom teacher administers the BPST (Basic Phonics Skills Test) and Sight Word Inventory in the fall. Students are referred to Reading Specialist for a screening if they score 60 points or lower on classroom assessment.

2.   Students scoring Level 3 (Kindergarten) or lower are identified as "at risk." Those students are provided with reading support 3-4 times per week in small groups of 3-5 children during grade level intervention blocks.

3.   Reading Specialist sees students from October to June. Students are reassessed using the BPST and Dibels to determine if adequate progress has been made. Students not reaching grade level proficiency as determined by the BPST and Dibels continue to receive reading support in the fall of 2nd Grade.

Qualification for 2nd Grade Reading Intervention and Support – Pull Out (TIER II – RTI)

1.   Classroom teacher administers the BPST (Basic Phonics Skills Test). Students scoring 50 points or less are reassessed by the Reading Specialist.

2.   Reading Specialist administers additional informal assessments to determine skills specific abilities in phonics, decoding and fluency. Students scoring in the lowest quartile (25%) are provided with reading support 3-4 times per week during the grade level intervention block.

3.   Reading Specialist sees students from October to December. Students are reassessed using the BPST, Dibels, or other assessments to determine if adequate progress has been made. Students reading at grade level are exited from the program.

Qualification for 3rd & 4th Academic Support (ELLs and "At Risk" Students), Reading & Math Support (TIER II – RTI)

During the first 8 weeks of instruction, teachers identify students based upon classroom assessment data. That information is used to determine if a Tier 2 intervention is needed. Students will also be identified using the following criteria:

1.   *Below Basic* or *Far Below Basic* in ELA or Math on the CST (STAR).

2.   ELL with a fluency of Intermediate, Early Intermediate, or Beginning based upon initial CELDT testing.

3.   Scoring below the 25th%tile (lowest quartile of grade level assessments) in math or reading.

4.   Scoring below the 25th%tile on summative classroom assessments.

5.   SST referral – Any student who is recommended for assistance through the Student Success Team.

Appendix B: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa

ACRONYM	STANDS FOR	WEB ADDRESS
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
DSLT	District and School Leadership Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm

ACRONYM	STANDS FOR	WEB ADDRESS
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PTA	Parent Teacher Association	http://www.pta.org

ACRONYM	STANDS FOR	WEB ADDRESS
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.wascweb.org