

Neal Dow Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Neal Dow Elementary
Street	1420 Neal Dow Avenue
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3110
Principal	Kellie Steinbach
Email Address	ksteinbach@chicousd.org
Website	http://nealdow.chicousd.org/
County-District-School (CDS) Code	04-61424-6003040

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

School Description and Mission Statement (School Year 2019-20)

Neal Dow School is located on the east side of Chico, serving children from Chico's northwest quadrant as well as families who choose to attend Neal Dow through the CUSD Form 10 application process. Neal Dow enrolls approximately 355 students on a traditional school-year district-wide schedule.

It is the mission of Neal Dow to engage the support of the staff, parents, students, and community partners to nurture the intellectual, emotional, moral, and physical development of all children, encouraging them to become lifelong learners. Also, our vision is that every student will show growth in academic knowledge, social partnerships, personal responsibility for themselves, and in taking care of others. Through the use of technology, best practices of teaching, interventions, and community awareness, each Neal Dow community member will feel that they are a part of the whole process of our cumulative efforts as an academic site.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	49
Grade 1	55
Grade 2	50
Grade 3	70
Grade 4	54
Grade 5	54
Total Enrollment	332

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.6
Asian	3.6
Filipino	0.9
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.6
White	63
Two or More Races	6.6
Socioeconomically Disadvantaged	56.3
English Learners	3.9
Students with Disabilities	20.5
Foster Youth	1.2
Homeless	1.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	18	19	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 2019

Neal Dow is continuing the use of data that is generated by the reports in IReady, Accelerated Reading, Lexia, and STAR Early Literacy to track student growth and achievement. Progress monitoring helps plot a student's progress toward goals set. Learning progressions assist in identifying skills needed in the next lessons.

Our curriculum focus has undergone some significant changes in recent years. Common Core State Standards have become the key ingredient of our teaching, while writing ties all of language arts together as stated in our belief that writing is a way of developing thinking skills, of generating ideas, and of helping one to survive in an increasingly dynamic and complicated society.

During the 2019-2020 school year our staff will continue to focus on having all children reading at grade level by jr. high. Time for staff to assess curriculum and articulate across tracks and grade levels is accomplished through staff collaboration during release time during the day and called timed after school. Staff efforts in developing a Professional Learning Community will continue, especially in the area assessment through Illuminate and IAB assessments to drive instruction.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The Chico Unified School District convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (Revised: K-2 in 2013, 3 - 6 in 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Neal Dow School was built in 1964 and is currently under renovations that are scheduled to be completed in the spring of 2020. We have two Special Day Class programs, one room is for a Mod/Severe class and another for the Resource Specialists program. The Guidance Counselor, the PIP program, Speech Therapist, School Psychologist and Nurse are all located in our newly renovated administrative offices. Our mission is to have every child reading by the end of third grade, and we provide interventions for students who are struggling academically in the form of daily RTI and a school based Learning Center. In addition to the regular classroom space, small group reading and workstations are available for individual or small group support. Adequate playground space, equipment and fields are available for outside activities including a new playground structure and two new basketball courts. Teachers have both a staff room and work room to prepare materials and work. Although our campus is still under renovations, it is still attractive, clean, safe, and functional. Our custodians and district maintenance staff ensure that repairs necessary to keep the school in good working order are completed. Each building has adequate restroom facilities.

The school makes an effort to keep students safe on school grounds by offering a breakfast program, homework help and playground supervision before school; classroom instruction, supervised learning activities, and playground supervision during the school day; and bus and playground supervision after school. School personnel and volunteers wear identification badges, everyone visiting the school must check in at the office, and volunteers are required to fill out qualifying forms. During the school day, door lock blocks are used and gates to the campus are locked. During the 2019-2020 school year, our school is able to offer four hours of supervised help with homework, academic instruction, recreation and enrichment. American Disability Act compliance construction improved the entry point in two places along the sidewalk in front of the school. The Handicap parking area was renovated and received new striping to make the parking locations more visible.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	37	54	56	50	50
Mathematics (grades 3-8 and 11)	46	32	44	43	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	191	187	97.91	2.09	37.43
Male	99	97	97.98	2.02	24.74
Female	92	90	97.83	2.17	51.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	27.27
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	31	30	96.77	3.23	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	121	118	97.52	2.48	38.98
Two or More Races	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	118	116	98.31	1.69	29.31
English Learners	13	12	92.31	7.69	16.67
Students with Disabilities	42	41	97.62	2.38	19.51
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	29.41

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	188	98.95	1.05	31.55
Male	99	97	97.98	2.02	28.87
Female	91	91	100.00	0.00	34.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	19.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	120	118	98.33	1.67	33.33
Two or More Races	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	117	117	100.00	0.00	25.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	13	13	100.00	0.00	23.08
Students with Disabilities	42	41	97.62	2.38	15.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	11.76

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5	12.5	9.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent and community involvement is a hallmark of our school. A parent-friendly environment enables us to gather great enrichment resources for our students. Parents are always welcome to volunteer in classrooms or at school events. We hold monthly Virtue Award Assemblies in which our parent community is notified of and invited to. Our PTA meets monthly and family-friendly events enable all students to participate. Parent Volunteer Coordinator (PVC) communicates with classrooms to keep parents informed and involved. Parents participated in Local Control Accountability Planning (LCAP) meetings. The principal is using Aeries Communicator, as well as, Facebook and the school web site to communicate when events are occurring.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.5	1.4	2.4	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council has developed a Safe School Plan, which consists of four components: tolerance for diversity; well-maintained and attractive school site; appropriate behavior; and safe and nurturing environment. Our plan stresses prevention; our goal is to be prepared. Ongoing training and drills allow us to increase our ability to deal with conflict and other threats to safety. We have established a crisis response team, an emergency phone tree, and specific emergency plans. Neal Dow has received training and will be implementing the Catapult Emergency Management System to make reporting and managing emergency incidents more efficient. This year, our School Safety Plan was approved by the School Site Council on Sept. 11, 2019.

A disaster plan includes emergency procedures in case of Traumatic Incidents, Imminent Danger--Code Red, Evacuation/Relocation, Civil Defense/Disorder, Bomb Threat/Bomb Emergency, Earthquake, Chemical Spill, Crime in Progress, Shots Heard or Fired, and Fire/Explosion.

In an effort to ensure student safety while traveling to and from school, a crossing guard is located at the corner of Fifth Avenue and Downing. A walkway was constructed leading from the campus to the gate on Downing Avenue, and the gate is opened morning and afternoon to ease congestion at the front of the school. One-way traffic takes place in the school's parking lot, a crosswalk has been marked, and a drop-off zone for students has been established.

Neal Dow incorporates PBIS strategies to reinforce behavior in the classroom and at recess. School-wide, students earn Dragon Paws to be entered into a weekly drawing. Additionally, we have monthly Virtue of the Month assemblies where awards are given to students displaying the virtue.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		2		25		2		17	1	2	
1	24		2		25		2		26		2	
2	17	1	2		23		3		25		2	
3	26		3		19	1	2		23		3	
4	28		2		27		2		18	1	2	
5	30		2		27		2		22	1	2	
Other**									10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	332.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,543.03	\$4,249.78	\$8,293.25	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	6.7	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	7.3	-16.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

Neal Dow receives the following funding:

- Local Control Funding Formula (LCFF) funds to support programs and activities designed to assist all students. The new funding model specifically addresses students with greater needs, such as English Learners, Low Income, and Foster Youth students.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title I funds due to Free and Reduced Lunch qualifications. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- ASES (After School Education and Safety Program) state funds to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas.

Programs are planned through a collaborative process that includes parents, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector. Each year the School Site Council oversees and votes in a budget of each of the above funding accounts.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

The Neal Dow staff participates in staff development, allowing monthly meeting time for collaboration in working toward our goal of achieving excellence in public education aligned with California Common Core State Standards. A major curriculum focus is in the area of Standards Based Assessment and the full implementation of math and language arts curriculum utilizing the IReady program.

To enhance teacher training and curricular development, individual staff members are encouraged to participate in the statewide subject matter programs. The District has provided training for all teachers that choose to continue their professional development.

We have written a school improvement plan that incorporates the budgeting of categorical (state) monies for the purpose of program improvement.

IReady training toward fully implementing both Math and ELA diagnostic and instructional tools.