

# Neal Dow Elementary

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Neal Dow Elementary
<b>Street</b>	1420 Neal Dow Avenue
<b>City, State, Zip</b>	Chico, CA 95926
<b>Phone Number</b>	(530) 891-3110
<b>Principal</b>	David Murgia
<b>E-mail Address</b>	<a href="mailto:dmurgia@chicousd.org">dmurgia@chicousd.org</a>
<b>Web Site</b>	<a href="http://nealdow.chicousd.org/">http://nealdow.chicousd.org/</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	04-61424-6003040

<b>District Contact Information</b>	
<b>District Name</b>	Chico Unified School District
<b>Phone Number</b>	(530) 891-3000
<b>Superintendent</b>	Kelly Staley
<b>E-mail Address</b>	kstaley@chicousd.org
<b>Web Site</b>	www.chicousd.org

### **School Description and Mission Statement (Most Recent Year)**

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 435 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 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	47
<b>Grade 1</b>	54
<b>Grade 2</b>	52
<b>Grade 3</b>	59
<b>Grade 4</b>	64
<b>Grade 5</b>	59
<b>Grade 6</b>	51
<b>Total Enrollment</b>	386

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	1.8
Asian	7
Filipino	1
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	1.6
White	66.6
Two or More Races	2.8
Socioeconomically Disadvantaged	53.9
English Learners	6.2
Students with Disabilities	16.8
Foster Youth	1.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	19	20	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	98.4	1.6
<b>High-Poverty Schools in District</b>	97.7	2.3
<b>Low-Poverty Schools in District</b>	99.1	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** October 2015

Neal Dow is continuing the use of data that is generated by the reports in Accelerated Math, Math Facts in a Flash, Accelerated Reading, English in a Flash, Key Words, 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 2015-16 school year, the Neal Dow staff continues to focus on a balanced and integrated K-6 Language Arts program with a focus on early literacy. Time for staff to assess curriculum and articulate across tracks and grade levels is accomplished through staff collaboration time. Staff efforts in developing a Professional Learning Community will continue, especially in the area of quick response to the needs of students through the implementation of Renaissance Learning programs for reading and math.

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 CUSD 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
<b>Mathematics</b>	McGraw Hill/Wright Group / Everyday Math - 2009 (Revised: K-2 in 2013, 3 - 6 in 2014)	Yes	0
<b>Science</b>	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
<b>History-Social Science</b>	Harcourt / Reflections - 2006	Yes	0
<b>Foreign Language</b>	Meets State Guidelines		0
<b>Health</b>	Meets State Guidelines		0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Meets State Guidelines		0

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

Neal Dow School was built in 1964. The school has 20 regular K-6 classrooms, Two of the rooms for the Special Day Class program and another for the RSP program. The portable building which houses PIP program and school psychologist, and a multipurpose room. The office and staff work spaces were remodeled in 1990.

Teaching and learning are protected activities at Neal Dow. 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 addition to the regular classroom space, small group reading and workstations are available for individual or small group support. Adequate playground space, equipment, courts and fields are available for outside activities. Teachers have both a staff room and work room.

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 2015-16 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.

Our campus is in good repair. It is 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.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Ceiling tile stained Rms 2, 4 (WO #37070)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Light covers need replaced in main office & kitchen (WO #37069). Outdoor lighting at Library door not working (WO #37073).
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		East wing exit outdoor walls need paint (WO #37071).

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	36	48	44
Mathematics	37	41	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	57	53	93.0	8	49	25	19
	4	61	61	100.0	43	18	30	8
	5	61	60	98.4	48	27	22	3
	6	55	54	98.2	19	43	31	7
Male	3		26	45.6	8	54	23	15
	4		33	54.1	55	12	21	9
	5		33	54.1	52	33	15	0
	6		33	60.0	24	42	30	3
Female	3		27	47.4	7	44	26	22
	4		28	45.9	29	25	39	7
	5		27	44.3	44	19	30	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		21	38.2	10	43	33	14
Black or African American	3		2	3.5	--	--	--	--
	4		4	6.6	--	--	--	--
	5		2	3.3	--	--	--	--
	6		3	5.5	--	--	--	--
American Indian or Alaska Native	3		1	1.8	--	--	--	--
	4		1	1.6	--	--	--	--
	5		1	1.6	--	--	--	--
	6		2	3.6	--	--	--	--
Asian	3		3	5.3	--	--	--	--
	4		4	6.6	--	--	--	--
	5		4	6.6	--	--	--	--
	6		6	10.9	--	--	--	--
Filipino	3		2	3.5	--	--	--	--
Hispanic or Latino	3		10	17.5	--	--	--	--
	4		8	13.1	--	--	--	--
	5		8	13.1	--	--	--	--
	6		5	9.1	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.8	--	--	--	--
	4		1	1.6	--	--	--	--
	5		3	4.9	--	--	--	--
White	3		32	56.1	9	53	16	22
	4		41	67.2	34	17	37	10
	5		39	63.9	41	33	21	5
	6		36	65.5	11	47	36	6
Two or More Races	3		2	3.5	--	--	--	--
	4		1	1.6	--	--	--	--
	5		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		30	52.6	10	63	23	3
	4		33	54.1	48	15	27	6
	5		38	62.3	55	32	13	0
	6		29	52.7	31	31	31	7
English Learners	3		1	1.8	--	--	--	--
	4		3	4.9	--	--	--	--
	5		4	6.6	--	--	--	--
	6		2	3.6	--	--	--	--
Students with Disabilities	3		10	17.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		15	24.6	93	0	0	0
	5		15	24.6	93	7	0	0
	6		11	20.0	55	18	18	9
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	57	55	96.5	24	18	44	13
	4	61	60	98.4	28	40	23	8
	5	61	61	100.0	39	30	18	11
	6	55	54	98.2	26	41	24	9
Male	3		27	47.4	15	19	52	11
	4		32	52.5	22	44	22	13
	5		33	54.1	36	30	21	12
	6		33	60.0	27	33	30	9
Female	3		28	49.1	32	18	36	14
	4		28	45.9	36	36	25	4
	5		28	45.9	43	29	14	11
	6		21	38.2	24	52	14	10
Black or African American	3		2	3.5	--	--	--	--
	4		4	6.6	--	--	--	--
	5		2	3.3	--	--	--	--
	6		3	5.5	--	--	--	--
American Indian or Alaska Native	3		1	1.8	--	--	--	--
	4		1	1.6	--	--	--	--
	5		1	1.6	--	--	--	--
	6		2	3.6	--	--	--	--
Asian	3		4	7.0	--	--	--	--
	4		4	6.6	--	--	--	--
	5		5	8.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		6	10.9	--	--	--	--
<b>Filipino</b>	3		2	3.5	--	--	--	--
<b>Hispanic or Latino</b>	3		10	17.5	--	--	--	--
	4		8	13.1	--	--	--	--
	5		8	13.1	--	--	--	--
	6		5	9.1	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	3		1	1.8	--	--	--	--
	4		1	1.6	--	--	--	--
	5		3	4.9	--	--	--	--
<b>White</b>	3		33	57.9	18	18	48	12
	4		40	65.6	18	43	30	10
	5		39	63.9	31	31	21	15
	6		36	65.5	14	42	31	14
<b>Two or More Races</b>	3		2	3.5	--	--	--	--
	4		1	1.6	--	--	--	--
	5		1	1.6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		32	56.1	31	22	41	3
	4		32	52.5	41	41	9	9
	5		39	63.9	51	31	13	3
	6		29	52.7	34	38	24	3
<b>English Learners</b>	3		2	3.5	--	--	--	--
	4		3	4.9	--	--	--	--
	5		5	8.2	--	--	--	--
	6		2	3.6	--	--	--	--
<b>Students with Disabilities</b>	3		11	19.3	9	9	64	9
	4		14	23.0	64	36	0	0
	5		15	24.6	87	13	0	0
	6		11	20.0	55	27	18	0
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	51	72	40	66	67	64	59	60	56

Note: Scores are not shown 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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64
All Students at the School	40
Male	50
Female	27
Black or African American	--
Asian	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	45
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	26
Foster Youth	--

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	37.10	22.60	29.00

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

Parent and community involvement is a hallmark of our school. A parent-friendly environment enables us to gather great enrichment resources for our students. 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 the Remind app to communicate events.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	6.30	3.46	3.32	6.43	5.36	3.44	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.31	0.28	0.25	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

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.

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, 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 is in Tier I of a three year plan to incorporate the Positive Behavioral Interventions and Supports ideals. The goal is to have a consistent behavior plan that is incorporated school wide.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	No	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	No	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

**Federal Intervention Program (School Year 2015-16)**

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	2		19	3			12	4		
1	29		2		29		2		27		2	
2	29		2		30		2		26		2	
3	29		2		28		2		30		2	
4	28		2		27		2		32		2	
5	35			2	28		2		30		2	
6	33		1	1	34			2	26		2	
Other					8	1						

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0625	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0.875	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,548.33	\$2,962.96	\$6,585.38	\$62,700.00
District	N/A	N/A	\$6,351.27	\$62,700
Percent Difference: School Site and District	N/A	N/A	3.7	0.0
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	23.1	-12.3

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

**Types of Services Funded (Fiscal Year 2014-15)**

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, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$43,062
Mid-Range Teacher Salary	\$53,749	\$67,927
Highest Teacher Salary	\$85,671	\$87,811
Average Principal Salary (Elementary)	\$90,079	\$110,136
Average Principal Salary (Middle)	\$102,761	\$115,946
Average Principal Salary (High)	\$101,472	\$124,865
Superintendent Salary	\$170,000	\$211,869
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

### **Professional Development (Most Recent Three Years)**

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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. Another is full implementation of math and language arts curriculum with the use of Renaissance Learning programs.

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.