



# McKINLEY ELEMENTARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

## GRADES K-6

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Greta Viguie, Ed. D.  
Superintendent  
Sherry Devine  
Principal

## Principal's Message

McKinley Elementary School is a K-6 school serving 260 students from one of the oldest neighborhoods in Petaluma, a town of 57,000 people located 35 miles north of San Francisco. Twelve regular education teachers and one special day class teacher staff the school. A full-time Resource Specialist, Reading Specialist, and Literacy Coach support students and staff with educational programs. Additionally, other support personnel serve in part-time capacities.

Parents receive information about school activities and student progress through school and classroom newsletters, report cards, and parent/teacher conferences.

A Petaluma City Schools-operated daycare center, the Children's Center, is located on the campus for before- and after-school care for school aged children. The Petaluma Boys and Girls Club McKinley Clubhouse provides after-school programs for children in grades 1-6. Fund-raisers, school events, and the school/community garden are actively supported by the school community.

McKinley School's mission is to increase achievement for every student by delivering a challenging curriculum that teaches concepts and skills necessary for further educational success.

McKinley School is a school where:

- Students continue to reach higher levels of achievement;
- Students are prepared for further education;
- Students learn in a safe and caring environment;
- Diversity is honored;
- Parents are involved in their students' education and success;
- Staff, students, and parents believe that every student can succeed.

## Parental Involvement

McKinley School encourages parents to take an active part in their children's education. To foster this commitment we provide:

Evening activities to involve and educate parents such as Back to School Night, Open House, Reading nights, English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA) meetings, Kindergarten Open House, Book Fair, and community barbeques

Information regarding student progress through report cards, parent/teacher conferences, classroom and school newsletters, and school marquee.

Parent participation opportunities that request parents as classroom volunteers, field trip chaperones, PTA and ELAC members, School Site Council (SSC) members, and fund-raising volunteers

For more information on how to become involved, contact Sherry Devine, Principal, at (707) 778-4750.

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



## Petaluma City Elementary School District

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## Mission Statement

The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.



## Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin series (K-6)	2003
English Language Development	Santillana	2007
Mathematics	Pearson-Scott Foresman Envision Math	2009
Science	Foss	2009
History-Social Science	Pearson-Scott Foresman (K-5)	2006

Note: This data was most recently collected and verified in September 2009.

### School Safety

**Child Abuse:** All school staff actively monitors the safety and welfare of each student. Staff members understand their responsibilities as child care custodians and immediately report all cases of known or suspected child abuse. An annual review by staff of these requirements and guidelines is conducted. Child abuse reporting procedures are described in District policies and in the Child Protection booklet. Confidentiality is maintained in all cases with regard to students and reporting adults. Copies of written reports are maintained securely in the school office.

**Emergency Procedures:** McKinley has a clearly defined Emergency Response Plan that was last updated during in the spring of 2009. Monthly fire and evacuation drills are held in conjunction with duck and cover drills. Districtwide communications drills are held periodically.

**Suspension/Expulsion Policies:** The District has a General Discipline Policy #5114 which encompasses suspension, expulsion, and student rights. McKinley School has guidelines for suspension. These guidelines are consistent with Board Policy #5114 and with California Education Code.

**Procedures to Notify Teachers of Dangerous Pupils:** The District has a policy regarding notification of dangerous students based on California Education Code. In addition, Board Policies #4175 and #4275 address employee safety.

**Sexual Harassment Policy:** Board Policies #5145.3 and #5145.4 detail the District's sexual harassment policy. The complaint procedure for sexual harassment is posted in our office and employee workroom. Teachers are provided copies of District documents related to sexual harassment annually and these documents are included in the faculty handbook.

**Schoolwide Dress Code:** McKinley School has a dress code. This information is provided for families at the beginning of each school year. The purpose of the dress code is to ensure that clothing and footwear support student safety and academic success. Clothing that bears insignia inappropriate to an elementary school setting is not permitted.

**Procedures for Safety of Students on Campus:** Supervision of students on the yard begins at 8:00 A.M. School employees supervise the playground and eating areas. Students are not permitted to leave the school grounds. Students arriving after the start of school must check in at the office. A parent in the school office must sign out students leaving prior to the end of the normal school day.

**Safe and Orderly Environment:** Our belief is that the safest and most orderly environment results from students actively participating in their learning. To that end, teachers develop curriculum that meets instructional objectives, engages students, and includes processes for assessment and evaluation. Our teachers ensure that each student is part of our school community. We believe that students connected to the school are better citizens.

**School Discipline, Rules and Procedures:** Students at McKinley exhibit behavior that is consistent with our overall philosophy: "Is it safe? Is it respectful? Is it responsible?" School wide behavioral expectations are established for students, and individual classroom rules are also established with the participation of the students.

### Textbooks and Instructional Materials

All students have the most recent District and State-adopted textbooks consistent with the content and cycles of the Curriculum Frameworks. All students have current textbooks in good condition and every student has access to their own textbooks. Textbooks are adopted after review by a District committee made up of staff members from each District elementary school. McKinley staff members, along with staff from other elementary sites, pilot adoptions under consideration before a District decision is made.

Weekly music classes are provided for all students in grades 1-6 by music specialist teachers who access Standards-aligned materials; an art docent program is available for all classrooms.

### Availability of Textbooks and Instructional Materials

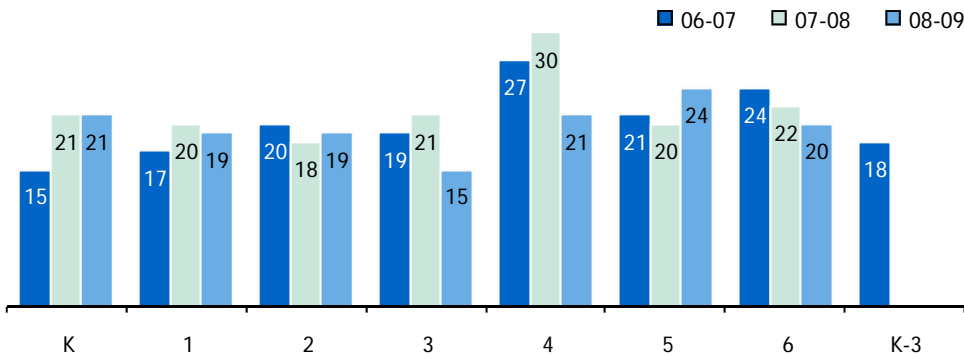
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	

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### Class Size

The bar graph displays the three-year data for average class size.

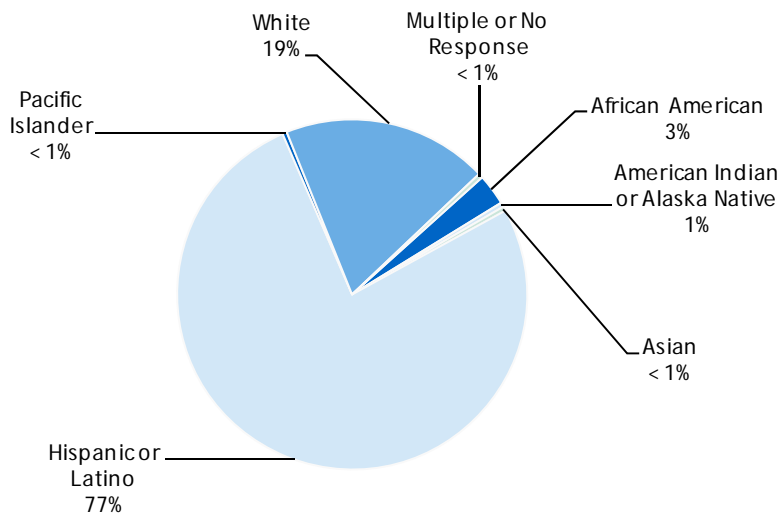


Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2				2		1	1	
1	4			2			2		
2	2			2			2		
3	1				2		2		
4		1			1		1	1	
5		2		1				1	
6		1			2		1		
K-3	1								

### Enrollment and Demographics

The total enrollment at the school was 242 students for the 2008-09 school year.



### School Safety

*Continued from page 2*

Strategies for promoting positive behavior include McKinley Bucks, active communication among staff and families, recognition assemblies, and monitoring discipline data.

**Other Strategies and Programs:** The Petaluma Police Department is responsive to calls and provides consultation in the areas of gang and violence prevention. Our custodial staff does an excellent job of maintaining and cleaning our facility. They also interact with students in many positive ways. This encourages students to take pride in the cleanliness of the grounds and buildings.

We have a school nurse on site one day per week to assist with health and safety issues. A full-time counselor is provided through a grant.

We monitor student attendance and contact parents of students who become truant. As needed, we refer students to School Attendance Review Board (SARB).

**Evaluation and Assessment:** The Comprehensive School Safety Plan for McKinley is reviewed annually and amended as needed with the approval of the SSC and staff. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October, 2009.



### School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
<b>Electrical:</b> Electrical Systems (interior and exterior)	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
<b>Structural:</b> Structural Condition, Roofs	✓			
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	✓			

Note: The most recent school site inspection occurred on July 27, 2009, and the inspection form was most recently completed on July 27, 2009.

### School Facilities

McKinley Elementary School consists of 25 permanent classrooms, three portable classrooms, and a multi-use room with a stage and kitchen. In addition, Head Start, Sonoma County Office of Education, and a Petaluma City Schools preschool have facilities on the campus. Of the 28 classrooms, McKinley teachers use only 13 as regular classrooms. Other rooms are used for the computer lab, the library, resource specialist, reading specialist, bilingual program, literacy coach, Migrant Education, Boys and Girls Club, Adult Education, and a low intensive preschool program. The school was built in 1959 but has undergone modernization in many stages over the past years. One wing of the original building was renovated into specialists' classrooms, library, and computer lab. Another wing was added to the school at that time. More recently classrooms have received new carpet and tile, HVAC, an alarm system was installed, and a multi-use room was renovated to include a stage and green rooms.

Three custodians maintain the school. The day custodian is available from 6:30 AM to 3:00 PM and the night custodians are on site from 5:00-7:30 PM. The school has large playing fields that are in frequent use by the community during soccer season that are maintained by a District grounds crew.

Visitors to the campus must sign in at the main office and obtain a visitor's badge. Staff directs any visitors without badges to the office. School gates are locked during the day.

The kitchen facility received new appliances, equipment, and existing cabinets were painted.



### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
McKinley ES			
06-07	07-08	08-09	
24.7%	17.6%	5.4%	
Petaluma City ESD			
06-07	07-08	08-09	
4.8%	4.5%	3.0%	
Expulsion Rate			
McKinley ES			
06-07	07-08	08-09	
0.0%	0.0%	0.0%	
Petaluma City ESD			
06-07	07-08	08-09	
0.0%	0.0%	0.0%	

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

## Professional Development

The primary areas for staff development are the development of Power Standards with a focus on science. Another major component of our staff development is the use of the Inquiry Process to analyze data for student academic success. There has also been a focus on literacy.

We have contracted with Springboard to provide coaches to guide administrators and staff through large and small group training. These are primarily offered during the school day providing release time for a team of teachers from each school. The District also provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

For the previous three school years, three days were dedicated to staff and professional development each year.



**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tq/nr/](http://www.cde.ca.gov/ta/tq/nr/).

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	McKinley ES			Petaluma City ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	17%	34%	38%	50%	53%	61%	43%	46%	50%
Mathematics	24%	29%	40%	56%	56%	60%	40%	43%	46%
Science	16%	55%	11%	45%	59%	57%	38%	46%	50%



### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

### STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	33%	39%	20%
Female	44%	43%	0%
Economically Disadvantaged	36%	38%	5%
English Learners	34%	40%	0%
Students with Disabilities	27%	32%	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	35%	40%	0%
Pacific Islander	❖	❖	❖
White	47%	47%	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	2	1	2
Similar Schools API Rank	1	1	4

## Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-38	70	19	726
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	8	89	24	726
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	-16	69	23	717
English Learners	7	78	32	732
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



## Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	McKinley ES		Petaluma City Schools	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	McKinley ES	Petaluma City Schools
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2005-2006	✧
Year in Program Improvement	Year 4	✧
Number of Schools Identified for Program Improvement	4	
Percent of Schools Identified for Program Improvement	22.2%	

✧ Not applicable.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	28.6%
Five of Six Standards	35.7%
Six of Six Standards	7.1%



### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Petaluma City ESD	McKinley ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	135	17	16	16
Without Full Credential	4	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	McKinley ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
McKinley ES	100.0%	0.0%
All Schools in District	98.2%	1.8%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.5%	2.5%

### Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
✧ Not applicable.	

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	✧
Library Media Services Staff (paraprofessional)	0.5
Psychologist	0.2
Social Worker	✧
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	1.0
Counselor	1.0
✧ Not applicable.	



**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

## District Financial Data

District Salary Data		
Category	Petaluma City Schools	Similar Sized District
Beginning Teacher Salary	◆	◆
Mid-Range Teacher Salary	◆	◆
Highest Teacher Salary	◆	◆
Average Principal Salary	◆	◆
Superintendent Salary	◆	◆
Teacher Salaries – Percent of Budget	◆	◆
Administrative Salaries – Percent of Budget	◆	◆

◆ Information not available. Please see the District Office for more information.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	McKinley ES
Total Expenditures Per Pupil	◆
Expenditures Per Pupil From Restricted Sources	◆
Expenditures Per Pupil From Unrestricted Sources	◆
Average Teacher Salary	◆

◆ Information not available. Please see the District Office for more information.

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
McKinley ES	◆	◆
Petaluma City ESD	◆	◆
California	\$5,512	◆
School and District – Percent Difference	◆	◆
School and California – Percent Difference	◆	◆

◆ Information not available. Please see the District Office for more information.

**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

## Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant.



**SARC:** Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.