

McDowell Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-3

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Greta Viguie, Ed.D.
Superintendent

Maureen Rudder
Principal

Principal's Message

McDowell Elementary School is located in Petaluma, 40 miles north of San Francisco. Our school is one of seven elementary schools in the Petaluma City Elementary School District. We are served by a board of education that also governs the Petaluma Joint High School District. McDowell serves approximately 320 students in grades K-3 in 16 regular education classrooms. Special Education staff, the Speech and Language Teacher, and the Title I Reading Specialist support students in Language Arts and Math interventions through our RTI Learning Center model. The Student Learning Team provides teachers and parents with a referral process by which students may be considered for these support programs. Students in grades 1-3 spend approximately 60 minutes of each day in differentiated groupings in both Language Arts and Language Development. This allows teachers to plan instruction to meet student needs at varying academic levels, so that we can challenge our exceptional students and support those not yet meeting grade level standards.

Parents receive information about their child's educational program through report cards, parent-teacher conferences, Parent Teacher Association (PTA) meetings, ELAC meetings, school and classroom newsletters, classroom progress reports, and personal communications. McDowell School has a Healthy Start Family Resource Center on our campus to provide additional support to the families.

With 21 certificated, 22 classified, and two itinerant staff, McDowell Elementary School continues to be the most diverse elementary school in the Petaluma City School District. We address our students' wide range of skills with staffing that includes a full-time Reading Specialist, instructional assistants, and a full-time Guidance Specialist. All students receive core instruction in the California State Standards using state adopted curriculum.

Our mission and vision statements are:

"The focus at McDowell is on student learning. Staff, parents, and students are committed to excellence."

Parental Involvement

The involvement of families in a child's education is critically important. In order to foster positive relationships with families and create an atmosphere of learning and growth for all family members, McDowell's program provides:

- Activities designed to involve and educate parents: Back to School Night, Literacy Night, English Learners Advisory Committee (ELAC) meetings, PTA meetings, Open House, Kindergarten Orientation, and monthly "2nd Cup of Coffee" meetings with the principal.
- Information regarding students' progress: fall and spring conferences, report cards, monthly school newsletter, classroom newsletters
- Parent participation opportunities: volunteering in the classroom, chaperoning field trips, and PTA and ELAC membership
- Information about/consultation on program: School Site Council, ELAC, annual Student/Parent Handbook
- McDowell's Healthy Start Family Resource Center is located on the school campus.

For more information on how to become involved, contact Maureen Rudder, Principal, at (707) 778-4745.

***"Our mission and vision statements are:
The focus at McDowell is on student learning.
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Petaluma City Schools

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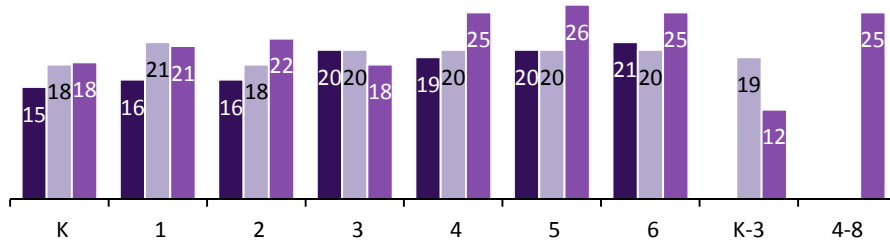
Mission Statement

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.

Class Size

07-08 08-09 09-10

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



Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			3		
1	3				2		1	2	
2	3			2				2	
3	2			2			2		
4	3			3				2	
5	1	1		2				1	
6	1	1		2				1	
K-3				1			1		
4-8								1	

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: McDowell has a clearly defined Emergency Response Plan that was last updated during the spring of 2009. Monthly fire and evacuation drills are held in conjunction with duck and cover drills. In October 2008, a districtwide communications drill was held.

Suspension/Expulsion Policies: The District has a General Discipline Policy #5114 which encompasses suspension, expulsion, and student rights. McDowell 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.

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School Safety

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Schoolwide Dress Code: McDowell 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.

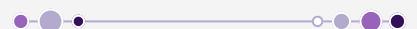
Procedures for Safety of Students on Campus: Supervision of students on the yard begins at 8:05 A.M. Supervision is also provided at all school exits after school, with extra emphasis on the bus loading and unloading zone. School employees supervise the playground and eating areas. Students are not permitted to leave the school grounds. Students arriving after the start of school must check in at the office.

Parents must sign out students in the school office if leaving prior to the end of the normal school day. Parents are required to follow specific procedures for vehicular traffic when dropping off and picking up students. All of these procedures are included in the Parent-Student Handbook.

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 McDowell exhibit behavior that is consistent with our overall philosophy: “Is it safe? Is it respectful? Is it responsible?” Schoolwide behavioral expectations are established for students, and individual classroom rules are also established with the participation of the students. Strategies for promoting positive behavior include “catching them being good,” Spirit Days, active communication among staff and families, recognition assemblies, and monitoring discipline data.

Continued on page 3



School Safety

Continued from page 2

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. We have a counselor on site daily to assist students as needed.

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 McDowell is reviewed annually and amended as needed with the approval of the School Site Council and staff. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October 2010.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			9/4/2010
Date of the Most Recent Completion of the Inspection Form			9/4/2010

Note: At the time of this school facility inspection, no deficiencies were found.

School Facilities

McDowell Elementary School was built in 1958 and consists of three building wings, a separate kindergarten wing, a cluster complex, and the administration/library building. A total of 22 permanent classrooms and two portable classrooms serve our staff and students of the Petaluma Adult School.

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School Facilities

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Students are supervised before, during (recess), and after school by teachers and classified staff on a rotating daily schedule. Buildings and grounds are maintained regularly through the utilization of a District Deferred Maintenance schedule. Playground equipment on the main yard and in the kindergarten yard is relatively new.

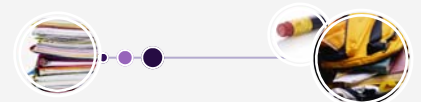
Visitors to the campus are directed through the main office where they sign in and take a visitor's badge. All staff members ask adults who are not wearing a badge to return to the office for one.

Recent facilities upgrades include the addition of a new administration and library complex within the last ten years, as well as the addition of two student restrooms. An elevated stage addition to our multiuse room was completed in the fall of 2005.

The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office. The principal works daily with the custodians (one full-time day custodian and two part-time night custodians) to ensure a clean and safe school.

A work order system is used to ensure efficient service and assigns a high priority to emergency repairs. District maintenance staff responds quickly and efficiently to requests for repairs.

Recently completed facility improvements include the addition of two portables, which were installed on the campus for use in the 2007-08 school year and beyond. One of these is an Adult Education classroom which shares space with our Healthy Start Center, and the other has a variety of uses including music, Boys & Girls Club, and Adult Education. The Boys & Girls Club portable classroom was extensively renovated over winter break.



Textbooks and Instructional Materials

All students have current textbooks in good condition. All students have textbooks from the most recent State-adopted lists and every student has access to their own textbooks. Math and Social Studies textbooks are consumables so students receive a new book each year.

Weekly music classes are provided for students in grades 1-3. The music specialist teachers access Standards-aligned materials. An art docent program is available for all classrooms.

Textbook adoption and purchase is coordinated throughout the District Office following a shared decision-making process that includes representatives from all school sites, and that is coordinated by the County Office of Education. Recommended materials (textbooks and/or consumables) are purchased for each student.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin series (K-6)	2003
Mathematics	Pearson-Scott Foresman (K-6)	2008
Science	FOSS (K-5)	2008
Science	It's About Time (6)	2008
History-Social Science	Pearson-Scott Foresman (K-5)	2006
History-Social Science	TCI (6)	2006

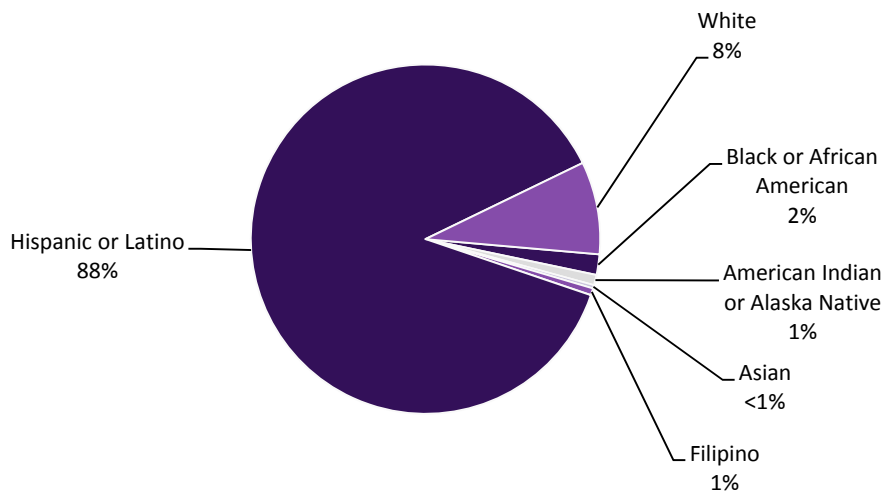
Note: This data was most recently collected and verified in September 2010.

Suspensions and Expulsions

	McDowell ES			Petaluma City Schools		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.032	0.063	0.063	0.045	0.030	0.038
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

Enrollment and Demographics

The total enrollment at the school was 315 students for the 2009-10 school year.



Availability of Textbooks and Instructional Materials

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

McDowell ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

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.



“The strength of McDowell lies squarely with its people – the families, staff, and surrounding community.”

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									
	McDowell ES			Petaluma City Schools			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	27%	35%	36%	53%	61%	61%	46%	50%	52%
Mathematics	37%	41%	37%	56%	60%	63%	43%	46%	48%
Science	10%	25%	39%	59%	58%	66%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	61%	63%	66%
All Students at the School	36%	37%	39%
Male	33%	38%	39%
Female	39%	36%	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	35%	38%	32%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	52%	38%	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	36%	37%	38%
English Learners	32%	36%	18%
Students with Disabilities	21%	23%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ 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.

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/starpkt5inrpts.pdf.



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 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). 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 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	2	1	2
Similar Schools API Rank	3	3	6

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-2	38	-8
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	15	39	-2
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	15	41	-7
English Learners	12	38	-2
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



API 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.

API Growth by Student Group

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



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	McDowell ES	Petaluma City Schools	California
All Students	714	800	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	882	890
Filipino	■	■	851
Hispanic or Latino	718	702	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	840	838
Two or More Races	■	818	807
Socioeconomically Disadvantaged	713	710	712
English Learners	714	686	692
Students with Disabilities	■	612	580

■ 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.

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 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	McDowell ES	Petaluma City Schools
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2010-2011
Year in Program Improvement	Year 5	Year 1
Number of Schools Identified for Program Improvement		4
Percent of Schools Identified for Program Improvement		22.2%

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



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, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	17.6%
Five of Six Standards	11.8%
Six of Six Standards	2.9%

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	McDowell 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	No	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

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

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.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.3
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	0.0
Other	0.0

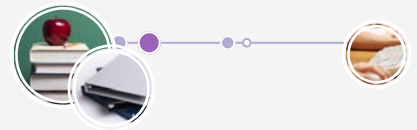
✧ Not applicable.

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:

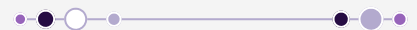
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



Teacher Qualifications

Teacher Credential Information				
	Petaluma City Schools	McDowell ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	117	21	20	17
Without Full Credential	0	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			
	McDowell ES		
	08-09	09-10	10-11
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 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit 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
McDowell ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

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/>.



Professional Development

All teachers K-6 attended five days of SB472 training focused on the use of the newly adopted Envision Mathematics program. All new administrators attended AB430 administrative training. All administrators K-12 participated in ELL program development training. High School teachers worked with a facilitator to develop common writing rubrics. The District also provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

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



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.

District Salary Data		
Category	Petaluma City Schools	Similar Sized District
Beginning Teacher Salary	\$39,566	\$41,210
Mid-Range Teacher Salary	◇	\$65,288
Highest Teacher Salary	\$75,911	\$83,339
Average Principal Salary (Elementary School)	\$100,116	\$103,189
Superintendent Salary	\$174,443	\$179,589
Teacher Salaries — Percent of Budget	39.50%	40.78%
Administrative Salaries — Percent of Budget	5.74%	5.91%

◇ Information not available.

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	
	McDowell ES
Total Expenditures Per Pupil	\$5,353
Expenditures Per Pupil From Restricted Sources	\$516
Expenditures Per Pupil From Unrestricted Sources	\$4,837
Annual Average Teacher Salary	\$62,515

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	Annual Average Teacher Salary
McDowell ES	\$4,837	\$62,515
Petaluma City Schools	\$4,714	\$61,849
California	\$5,681	\$61,250
School and District — Percent Difference	2.5%	1.1%
School and California — Percent Difference	-17.5%	2.0%

Financial Data

The financial data displayed in the SARC is from the 2008-09 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 and www.cde.ca.gov/ds/fd/ec.



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.

School Accountability Report Card

Data in this report are 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 February 2011.

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