

McDowell Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	McDowell Elementary School
Street	421 South McDowell Blvd.
City, State, Zip	Petaluma, Ca, 94954-3753
Phone Number	707-778-4745
Principal	Ruth Miller
Email Address	rmiller@petk12.org
School Website	https://www.petalumacityschools.org/mcdowell
Grade Span	K-6
County-District-School (CDS) Code	49708546051957

2025-26 District Contact Information

District Name	Petaluma City Elementary School District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

McDowell Elementary School is a TK-6 school located in Petaluma, 40 miles north of San Francisco. Our school is one of seven elementary schools in the Petaluma City Elementary School District and is governed by a board of education that also oversees the Petaluma Joint High School District. McDowell serves approximately 347 students.

This year, we have expanded our Spanish Dual Language Immersion strand to include 5th grade, growing alongside our traditional English-Only program. This marks our fourth year with the Dual Immersion program, which now spans from Kindergarten through 5th grade, with plans to add 6th grade next year. This program not only meets the needs of our English Language Learners but also provides greater academic rigor and enrichment for students seeking additional challenges. The community and staff remain deeply engaged and supportive of this valuable addition.

McDowell's campus is a hub for learning and support for the entire community. Along with serving elementary students, our campus offers parenting support through Petaluma People Services, a full-time guidance specialist, school counselor, student advisor, Reading Specialist, and Bilingual Resource Teacher. Additionally, our Family Resource Center and Adult Education center provide free resources, community-based support, and adult classes through Petaluma Adult School. We are also in our second year of becoming a community School.

We are proud to partner with numerous organizations, including Mentor Me, the Luther Burbank Center, Sonoma State School of Education, Petaluma Health Center, the Ecology Center, Project Straw, IOOBY, and Amigos Alados, Blue Zones, Village Network, Community Matters, and SEEC making McDowell a place of care, connection, and comprehensive learning.

McDowell students experience a rich curriculum aligned with the Common Core State Standards. Our experienced classroom teachers differentiate and scaffold learning to meet the diverse strengths and needs of all students. English Learners benefit from integrated and designated language instruction, supported by multiple bilingual staff members and Spanish cultural appreciation classes. Students with special needs and challenges receive robust intervention programs, including push-in and small group support, ensuring that every student is given the tools to succeed.

McDowell families play an integral role in campus life. Parents stay informed about their child's educational journey through principal newsletters, report cards, parent-teacher conferences, PTA meetings, ELAC (English Learner Advisory Committee)

2025-26 School Description and Mission Statement

meetings, School Site Council, and classroom newsletters. Communication is enhanced through tools like Parent Square, Class Dojo, and Remind. Our bilingual front office staff and student advisor work tirelessly to keep families connected to all the wonderful opportunities at McDowell.

We are united by our vision: All McDowell students are actively engaged learners and communicators. Our school community supports bi-literacy, compassion, critical thinking, academic achievement, and contribution to our global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	25
Kindergarten	52
Grade 1	39
Grade 2	54
Grade 3	41
Grade 4	48
Grade 5	33
Grade 6	43
Total Enrollment	335

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	1.2
Asian	3
Black or African American	2.4
Filipino	0.3
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	1.8
Two or More Races	1.5
White	6.4
English Learners	55.9
Homeless	3.6
Migrant	0.9
Socioeconomically Disadvantaged	86.9
Students with Disabilities	16.7

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12	80	119.9	87.63	234405.2	84
Intern Credential Holders Properly Assigned	1	6.67	2	1.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.67	9.6	7.03	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.73	11953.1	4.28
Unknown/Incomplete/NA	1	6.67	4.2	3.13	15831.9	5.67
Total Teaching Positions	15	100	136.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	66.67	103.8	78.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	20	19.6	14.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	1.51	11746.9	4.23
Unknown/Incomplete/NA	2	13.33	5.9	4.52	14303.8	5.15
Total Teaching Positions	15	100	132.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.5	61.76	100.9	75.42	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	1.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	11.76	17.7	13.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	11.76	4	2.99	12112.8	4.34
Unknown/Incomplete/NA	2.5	14.71	9	6.79	13705.8	4.91
Total Teaching Positions	17	100	133.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	3	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	2
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9	25	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In addition to district adopted curriculum below, supplemental curricular materials are utilized at the site level for resource specialist, special day class, and other intervention offerings. We have the same materials in Spanish for the Dual Immersion Program.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders and World of Wonders, StudySync	0.0
Mathematics	McGraw Hill Everyday Mathematics (EDM), CPM math	0.0
Science	TWIG, TCI	0.0
History-Social Science	Savvas	0.0

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

School Facility Conditions and Planned Improvements

Overall, the school facility is in good condition.

Year and month of the most recent FIT report

Dec 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements: 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). College and Career Ready The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	19	47	47	47	48
Mathematics (grades 3-8 and 11)	17	13	42	43	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	165	157	95.15	4.85	18.71
Female	85	82	96.47	3.53	19.51
Male	80	75	93.75	6.25	17.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	143	136	95.10	4.90	17.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	80	72	90.00	10.00	2.82
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	140	95.24	4.76	15.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	12.50

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	165	165	100.00	0.00	12.73
Female	85	85	100.00	0.00	10.59
Male	80	80	100.00	0.00	15.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	143	143	100.00	0.00	11.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	80	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	147	147	100.00	0.00	11.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.03	3.03	36.67	33.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	33	100.00	0.00	3.03
Female	15	15	100.00	0.00	0.00
Male	18	18	100.00	0.00	5.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100.00	0.00	3.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	33	13	11	30	

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At McDowell Elementary School, all stakeholders recognize that family involvement is critically important to a child’s education. To foster positive relationships with families and create an atmosphere of learning and growth for all family members, McDowell’s program provides:

-Family Engagement Activities: Opportunities for parents to become active members of the McDowell community through events such as Back-to-School Night, English Learners Advisory Committee (ELAC) meetings, bilingual PTA meetings, Cafecitos (Coffee with the Principal), Open House, and community-building events like Día de los Muertos, El Día del Niño, Fiesta Navidena and the Jog a thon.

- Student Progress Updates: Parents are kept informed about their child’s learning and growth through fall and spring Parent-Teacher conferences, report cards, a weekly newsletters, and classroom-specific newsletters.
- Parent Participation Opportunities: Families are encouraged to get involved by volunteering in classrooms, chaperoning field trips, and participating in PTA, ELAC, and School Site Council.
- Program Information and Consultation: Parents are provided information about and consulted on school programs through forums such as School Site Council, ELAC, and Cafecitos (Coffee with the Principal).
- Community Partnerships: McDowell collaborates with community organizations such as Sonoma State University, the Green Music Center, the Santa Rosa Symphony, Amigos Alados, In Our Own Backyard (IOOBY), and more, enriching the learning experience for all students and families.
- Accessibility for All: 100% of correspondence and events are conducted in both English and Spanish to ensure accessibility. Translation services are provided at all meetings and conferences to ensure all families feel welcome and informed.

McDowell’s Family Resource Center, located on campus, serves as a vital hub for community support, providing families with access to resources and services. Through partnerships with organizations like Redwood Empire Food Bank, Petaluma Health Center and Petaluma People Services, McDowell ensures that families have the tools and support they need to thrive.

For more information on how to get involved, contact Principal Ruth Miller at (707) 778-4745.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	350	344	81	23.5
Female	175	172	38	22.1
Male	175	172	43	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	289	286	72	25.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	22	22	5	22.7
English Learners	199	196	39	19.9
Foster Youth	--	--	--	--
Homeless	15	15	2	13.3
Socioeconomically Disadvantaged	302	300	72	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	59	17	28.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.57	2.74	3.43	2.45	2.66	2.23	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.43	0.00
Female	1.71	0.00
Male	5.14	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.03	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	3.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.67	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Safety Plan

The McDowell School Safety Plan is reviewed and approved annually by the School Site Council. This year, McDowell partnered with a safety consultant from the North Bay Security Group, who worked closely with our school to refine our procedures and existing safety plan. The consultant conducted campus walkthroughs to identify areas needing attention, provided staff training, and engaged families in learning about our safety protocols. Additionally, the consultant observed and provided feedback during our safety drills to support best practices.

We have developed a more specific and concise Safety Plan, which includes:

An Incident Command flowchart.

A schedule of emergency drills.

Detailed instructions for staff roles during emergencies.

We conducted a thorough inventory of our emergency supplies and are refreshing classroom kits with updated emergency rosters, name tags, and basic first aid materials. To enhance preparedness, drills are being practiced at less common times and during varied activities.

Positive Behavioral Interventions and Supports (PBIS)

This year marks our fourth year of implementing PBIS, an evidence-based, tiered framework supporting students' behavioral, academic, social, emotional, and mental health. Staff assess implementation fidelity twice a year to continually improve social-emotional competence, academic success, and school climate. McDowell staff work together collaboratively to develop restorative practices to build a positive school community.

Student Reporting Tools

In alignment with district efforts, McDowell provides the "Stop It" app to students in grades 4-6. This anonymous reporting tool enables students to report incidents and ensures immediate follow-up.

Emergency Procedures

The McDowell Safety Plan incorporates State and District-recommended emergency procedures. It is reviewed with staff and families at School Site Council meetings and during staff meetings. Monthly fire and evacuation drills are held, along with regular practice of other protocols, including secure the campus, drop-cover-hold-on, and lockdown procedures.

Campus Safety Procedures

Supervision begins at 7:30 A.M. in the Boys & Girls Club room, where breakfast is served.

Teachers open their classrooms at 8:15 to start receiving students. Staff monitoring students during arrival, recess, and dismissal.

The campus is fully fenced, and all visitors must sign in at the main office and wear a visitor badge.

Parents dropping off and picking up students must adhere to traffic procedures outlined in the McDowell Family Guide and Handbook.

Students are not permitted to leave campus during the school day without prior permission.

Safe and Orderly Environment

At McDowell, we believe a safe and orderly environment results from students actively engaging in their learning and feeling connected to the school community. Teachers design curricula that are engaging, meet instructional objectives, and include processes for assessment and evaluation. To build community, McDowell recognizes students demonstrating our core values CARES: collaborative, academic, respectful, empathetic, safe during monthly awards assemblies.

School Discipline, Rules, and Procedures

McDowell students are expected to uphold our core values and follow our guiding philosophy:

"Is it safe? Is it respectful? Is it responsible?"

School-wide behavioral expectations are clearly established, and classroom rules are created with student input. Positive behavior is promoted through restorative problem-solving approaches, active communication with families, and monthly recognition assemblies celebrating our four core values.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	16	2	0	0
2	18	2	0	0
3	21	0	1	0
4	23	0	1	0
5	29	0	1	0
6	29	0	1	0
Other	14	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	1	0
1	28	0	1	0
2	19	1	1	0
3	22	1	1	0
4	22	0	1	0
5	26	0	1	0
6	19	2	0	0
Other	18	1	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	23		1	
2	24		2	
3	23		1	
4	23		1	
6	31		1	
Other	24	1	4	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14850.17	7346.89	7503.27	77813
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-2.3	-10.3
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-35.8	

Fiscal Year 2024-25 Types of Services Funded

The McDowell School Site Council continues to play a vital role in aligning resources with robust programs that support and assist students. For the 2024-2025 school year, district funds, along with site Title I resources and supplemental dollars, have been allocated for the following:

Supplementary Intervention Programs:

Licenses for intervention programs supporting literacy and mathematics, such as Lexia Core5, Read 180, and Scholastic News.

Staff Training:

Training for classified and certificated staff to maximize the efficacy of student support software programs, including Lexia Core5 and Renaissance Learning.

Bilingual Resource Teacher (BRT):

A full-time BRT focusing on supporting English Learners' academic and language development.

Special Education Support:

One Educational Specialist for Special Day Classes (SDC) and two Resource Specialists (RSP), supported by three instructional aides, ensuring service minutes for students with active Individualized Education Plans (IEPs) and Tier 2 intervention support in literacy and math for general education students.

Teacher Professional Development:

Opportunities for individualized professional development tailored to teachers' goals, focusing on strategies to assist students effectively.

Intervention Planning Days:

Three to four Intervention Planning Days per year for teachers to collaborate with specialists and the principal, enhancing intervention programs in language, literacy, and mathematics to better meet student needs.

Targeted After-School Tutoring:

Based on intervention planning, free small-group tutoring in literacy and math is offered to identified students in 6-10 week cycles throughout the year.

Classified Staff Intervention Assistant:

A dedicated intervention assistant provides targeted small-group and one-on-one foundational literacy support for students in grades TK-2 during school hours.

Student Support Teams:

Student Study Team (SST): Engages families, staff, and sometimes students to develop actionable plans for individual student support.

Fiscal Year 2024-25 Types of Services Funded

After-School Supports:

The ASES program and ELOP funding provide after-school care and homework assistance with the Boys & Girls Club which continues to operate on-site.

Full-Time Guidance Specialist:

A dedicated guidance specialist supports students' social-emotional needs, with referrals available from students, families, teachers, or administrators.

Community School Development:

Partnership with SCOE to develop a support structure by building connection with local community organizations such as Petaluma Health Center, Blue Zones, Petaluma People Center, etc.

Mentorship Opportunities:

Mentor Me Petaluma pairs students with community mentors, providing additional adult support and connection.

Family Resource Center:

Located on campus, the Family Resource Center offers families free and confidential resources and information on immigration support, housing, legal assistance, translation services, and more.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The five days of Elementary Professional Development in the 2025-26 school year focus:

TK: aligning instruction with the new California TK Learning Foundations

1-3: Literacy common assessments

4-6: CA Reading and Literature Project: Reading Comprehension

We continue to refine our restorative practices and supporting all students socio emotional growth. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development			
Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5