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McDowell Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	McDowell Elementary
Street	421 South McDowell Blvd.
City, State, Zip	Petaluma, Ca, 94954-3753
Phone Number	707-778-4745
Principal	Samuel Martinez
Email Address	smartinez@petk12.org
Website	https://www.petalumacityschools.org/mcdowell
County-District-School (CDS) Code	49708546051957

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Petaluma City Elementary School District
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

School Description and Mission Statement (School Year 2020-2021)

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. We are served by a board of education that also governs the Petaluma Joint High School District. McDowell serves approximately 260 students.

McDowell's campus is a place of learning for more than just elementary students. From parenting support by Petaluma People Services to a full time guidance specialist, from a free and confidential Family Resource Center to adult classes offered through Petaluma Adult School, McDowell is a place of care, community, and learning for all! We also partner with organizations such as Mentor Me and welcome volunteers to our campus.

Our school is dedicated to equipping students with 21st century skills of communication and critical thinking. Every student has access to an iPad for learning, where they are supported to learn various apps and programs that support the development of these skills. Experienced teachers integrate problem-solving into their daily instruction, and promote student engagement through Academic Conversations (Zwiers and Crawford 2011).

McDowell students experience a rich curriculum aligned with the Common Core State Standards. With over a century of experience between them, our wonderful classroom teachers differentiate and scaffold learning for their learners, realizing that all students have different strengths and needs. Our English Learners benefit from integrated and designated language instruction, multiple bilingual staff, and social studies content embedded into weekly Spanish language classes. Our students with special needs and challenges are supported through intervention programs that provide push-in and small group support. All students at McDowell are supported to achieve!

McDowell families get involved in campus life in many ways. Parents receive information about their child's educational program through principal newsletters, report cards, parent-teacher conferences, Parent Teacher Association (PTA) meetings, ELAC (English Learner Advisory Committee) meetings, and classroom newsletters. Some teachers communicate with parents via apps like Class Dojo and Remind. Our fully bilingual front office staff helps our families stay connected to all the wonderful things happening on campus.

We are very united by our vision statement: 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.

Our school community is dedicated to our four core values: respect, responsibility, compassion, and perseverance.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	53
Grade 1	37
Grade 2	31
Grade 3	25
Grade 4	40
Grade 5	38
Grade 6	33
Total Enrollment	257

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	3.1
Filipino	0.8
Hispanic or Latino	86.8
Native Hawaiian or Pacific Islander	0.4
White	6.2
Two or More Races	1.2
Socioeconomically Disadvantaged	92.2
English Learners	75.5
Students with Disabilities	14.8
Homeless	3.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	16	16	129
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

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. These include World of Wonders, Rewards, Rhyme magic, Excel Math, Freckle Education, Mystery Science, Sonrisas Spanish, Maravillas, and more.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders and World of Wonders, StudySync	Yes	0.0
Mathematics	McGraw Hill Everyday Mathematics (EDM), CPM math	Yes	0.0
Science	TWIG, Amplify	Yes	0.0
History-Social Science	Pearson Scott-Foresman	Yes	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 repair.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	28	N/A	56	N/A	50	N/A
Mathematics (grades 3-8 and 11)	25	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	44	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

All stakeholders in the McDowell Community feel that 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 parents in the McDowell community: Back to School Night, English Learners Advisory Committee (ELAC) meetings, bilingual PTA meetings, Cafecitos (Coffee with the Principal),Open House, and community building events such as El Día del Niño, Fiesta Navideña, and Walk-a-Thon.
Information regarding students' progress: fall and spring Parent-Teacher conferences, report cards, school newsletter, and 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, Cafecitos coffee with the principal
School Wide events such as Family Literacy and Family Math
Community based partnerships with Sonoma State, the Green Center, the Santa Rosa Symphony, Play Marimba Music, the Imaginist theater group, Amigos Alados, In Our Our Own Backyard (IOOBY), etc.

100% of correspondence and events conducted in English and Spanish to ensure accessibility, with translation services provided in all meetings and conferences.

McDowell's Family Resource Center is located on the school campus and facilitates supports throughout the community for McDowell parents. Redwood Empire Food Bank, Petaluma Health Center and the St. Joseph Health System are community partners with McDowell School.

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

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.9	3.3	4.1	3.4	3.6	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.04	6.4	NA
Expulsions	0	0	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Safety plan: The safety plan was last reviewed by School Site Council in February 2020. It is on the agenda to be reviewed again in February 2021. It was updated to reflect more detailed protocols and RESIG recommended naming conventions, as well as procedures for Special Day Class students in the event of an evacuation. We identified areas of pride and strength, which include a consistent focus on our four McDowell values and the "closed campus" at our school, with 100% containment during school hours to ensure student safety. Areas of improvement included updating emergency rosters, replenishing red emergency provisions bags for each classroom, and practicing drills at less common times and during less common activities.

Petaluma City Schools created a document in 2019 - 2020 entitled "Creating Safe and Supportive Learning Environments for Student Success." This document clearly outlines student rights and responsibilities, parent rights and responsibilities, teacher rights and responsibilities, and Administrator rights and responsibilities. The document also outlines interventions and disciplinary supports and protocols that have been employed at McDowell. McDowell is also part of the partnership with Circle Up, which is providing district wide training and supports to staff on restorative justices in support of building positive school communities. Moreover, in the Spring of 2021, McDowell will begin to make the Stop it app available to students in grades 4 - 6. This is part of a district wide effort to provide students with an anonymous reporting app that can be used to report any incidents and be able to receive immediate follow up.

Emergency Procedures: The McDowell School Safety Plan, which includes an emergency procedures and operations plan, is reviewed by staff and parents at School Site Council meetings, and by staff at staff meetings. It incorporates all of the recommended procedures of the State and District. Monthly fire and evacuation drills are held, with the other 4 other emergency protocols including shelter in place, drop cover hold on, and lockdown, practiced multiple times per year.

Procedures for Safety of Students on Campus: Supervision of students begins at 7:55am in the Multi-purpose room for breakfast service. Supervision on the yard begins at 8:10 A.M. Students are supervised before, during (recess), and after school by teachers and classified staff on a rotating schedule. School employees supervise the playground and eating areas. Students are not permitted to leave school grounds during the school day, unless permission has been granted for field trips. Students arriving after the start of school must check in at the office. The campus is completely fenced and visitors to the campus are directed through the main office where they sign in and take a visitor's badge. 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 McDowell family guide and 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. McDowell is currently receiving professional development on strategies to assure restorative justice through Circle Up. As a school we are committed to ensuring that all students feel included in the community. We have also received a Petaluma Educational Foundation grant which has allowed us to partner with Dr. Luz Herrera on how to build an inclusive community through the use of culturally and linguistically responsive text for all students. Strategies including the incorporation of texts including poetry and multimodal literacy opportunities to support bi-literacy, positive identity, student voice and agency for all our students.

School Discipline, Rules and Procedures: Students at McDowell exhibit behavior that is consistent with our four McDowell values of respect, responsibility, compassion, and perseverance, and 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. Strategies for promoting positive behavior include restorative problem-solving models utilized by principal and full-time guidance specialist, active communication among staff and families, and monthly recognition assemblies for our four McDowell values: respect, responsibility, compassion, and perseverance.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		2		23	1	2		18	2	1	
1	24		1		23		1		18	2		
2	18	3			23		1					
3	26		2		21	1	1					
4	24		1		26		1		27		1	
5	17	2	1		25		2		27		1	
6					30		1		33			
Other**					8	1			21	1	3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,320.88	$5,071.03	$6,249.85	$73,963
District	N/A	N/A	$5,615	$73,153
Percent Difference - School Site and District	N/A	N/A	10.7	1.1
State	N/A	N/A	$7,750	$83,059
Percent Difference - School Site and State	N/A	N/A	-21.4	-11.6

Types of Services Funded (Fiscal Year 2019-2020)

McDowell School Site Council has helped the school leader align resources with robust programs that support and assist students. Significant district funds, along with site Title 1 resources and site supplemental dollars, have been allocated and utilized for:

Licenses and for supplementary intervention programs for literacy and mathematics (Read 180, Systems 44, Scholastic News, Freckle Education) Training for schools staff on software programs to improve efficacy of student support services (eg., Lexia Core5 training for classified and certificated staff) A full-time bilingual resource teacher (BRT) to focus on supporting the needs of English Learners

2 Educational specialists for SDC and RSP, with three total aides, to provide service minutes for students with active Individualized Education Plans (IEPs), as well as general education students needing Tier 2 academic intervention in literacy and mathematics

Opportunities for individualized professional development based on teachers' professional development plans, which focus on strategies to support and assist students

3-4 Intervention Planning Days per year for each teacher to work collaboratively with specialists and principal on improving language, literacy, and mathematics intervention programs to meet student needs

Based on Intervention Planning Days, free small group after-school tutoring for identified students in literacy and mathematics on 6-10 week cycles throughout the year.

A classified staff intervention assistant to provide individual and targeted small group work on foundational literacy skills for grades TK-2 during and after school hours
Student Study Team (SST) process to gather families, staff, and sometimes student together to generate action plans for student support

A Learning Team that meets weekly and provides consult to teachers on how to best support students. Team members include reading specialist, principal, BRT, school psychologist, speech language therapist, and resource specialists.

School-wide professional development on Academic Conversations, utilizing Renaissance Learning to improve student support, and more

District-provided professional development on Mindfulness, supporting English Learners using technology, Adverse Childhood Effects (ACEs), and more. After-school care and homework help provided through ASES program Boys & Girls Club on site.

Full-time guidance specialist with ability for student, family, teacher, or administrator to refer students for counseling supports and services Partnership with Mentor Me Petaluma to pair students with community volunteer mentors

Family Resource Center to provide families with free and confidential resources and information in regards to family support services for immigration, housing, legal assistance, translation services, and more

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,479	$49,782
Mid-Range Teacher Salary	$60,056	$76,851
Highest Teacher Salary	$86,277	$97,722
Average Principal Salary (Elementary)	$103,961	$121,304
Average Principal Salary (Middle)	$109,099	$128,629
Average Principal Salary (High)	$117,833	$141,235
Superintendent Salary	$212,364	$233,396
Percent of Budget for Teacher Salaries	32.61%	33.48%
Percent of Budget for Administrative Salaries	4.22%	5.57%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

McDowell Elementary school teacher are provided with extensive professional learning opportunities both at the district wide level as well as the site level. For the 2020-2021 school year there are four (4) professional development days dedicated exclusively to teacher learning and collaboration. District staff are surveyed on an ongoing basis to collect teacher professional development interest/need. The areas of highest interest/need ware selected as topics for the professional development days. In the past professional development days have been divided into elementary and secondary topics with a variety of sessions offered. Some of the workshop sessions offered have included, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry and project-based learning, effective influences on student learning, classroom management, environmental literacy, training on effective use of adopted programs such as TWIG science, best practices for student engagement, tools and strategies to support student learning through distance learning and hybrid learning, how to support students with social emotional learning, as well as effective practices to support deep student learning in the area of math and literacy. Teachers also attended workshops, trainings, and conferences provided by the Sonoma County Office of Education, among other outside providers. McDowell Elementary school teachers also participate in district wide grade level collaborative professional learning sessions in support of providing all students access to rigorous grade level standards, effective strategies to support student learning including distance learning, support with implementation of adopted programs, formative assessment, best practices, shared projects, and innovative pedagogical teaching strategies including technology tools to assure access to learning for all students. There are 8 meetings calendared throughout the year in support of these district level collaborative grade level teacher cohorts.

Professional development at McDowell is provided weekly and has dedicated time for pedagogical learning and inquiry based teacher collaboration. McDowell has focused on providing students with deep opportunities to access grade level standards through the incorporation of research based practices in support of student academic discourse, conceptual understanding of mathematics concepts, expansive strategies incorporating the use of culturally relevant text in support of student agency, bi-literacy, rigorous student engagement to promote a positive sense of identity and a sense of student voice and agency. Specific strategies are incorporated to support language acquisition with an emphasis on access to complex text, the solving of rigorous word problems in math, and relevant real world applications to learning. Mathematics strategies include the use of number talks, three act math, and daily solving of word problems. Social Emotional learning opportunities have also been provided through a partnership with Dr. Luz Herrera providing staff with strategies to support student agency and voice through the use of culturally relevant text. Teachers are provided with weekly opportunities to learn, apply, collaborate, and reflect on pedagogical practices as they relate to specific evidence of student learning.

Teacher professional development plans at McDowell incorporate the interests of certificated staff at present, including mindfulness education, technology integration through CUE and Google Apps for Education, assessments and progress monitoring for Tier 2 intervention and special education programs, supporting and celebrating English Learners given the new EL framework and Roadmap for California, and supporting student organization and executive functioning. Professional development on these topics is delivered as outlined above, ranging from individual attendance at conferences to ongoing participation in online courses, district-wide professional learning networks to school-based collaboration meetings.