

# McNEAR ELEMENTARY SCHOOL

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



**GRADES K-6**  
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Greta Viguie, Ed. D.  
Superintendent  
Jason Sutter  
Principal

## Principal's Message

We believe that "It Takes a Whole Village to Raise a Child".

Members of our school community share a unified dedication to the four following themes:

- Inspiring Lifelong Learning
- Nurturing Sense of Self
- Developing Healthy Relationships
- Building Social Responsibility

McNear School thrives with a collaborative and collegial atmosphere of shared leadership evident at our school. All collective decisions are made by asking ourselves, "What is best for our children?" Our teaching and support staff is child-centered, professional, and enthusiastic about the learning process; academic learning is highly valued. Our curriculum is differentiated to bring equitable and engaging opportunities that inspire all students and help them demonstrate proficiency on the California State Academic Standards. Our Student Leadership group coordinates service and community awareness projects. Parent leadership and involvement are strong as evidenced by energetic attendance at school events and activities. Parent education is also important throughout the year in such areas as homework help and family life education.

Our parents report that McNear School has a warmth that is truly felt when one walks down the halls, through our gardens, or into a classroom. There is easy access to teachers, staff members, and the principal; everyone is here for the students. Our ongoing goals are to honor school traditions that currently inspire us, to deepen our understanding of how our children can thrive, and to create new ways to make McNear School a vital place to learn together each day. McNear School is a 2006 California Distinguished Elementary School, a 2007 National Blue Ribbon School, and a recipient of the "Best Public School in Petaluma" by the 2008 Petaluma People's Choice Awards.

## Professional Development

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

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

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

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



## Petaluma City Elementary School District

200 Douglas Street  
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[www.petalumacityschools.org](http://www.petalumacityschools.org)

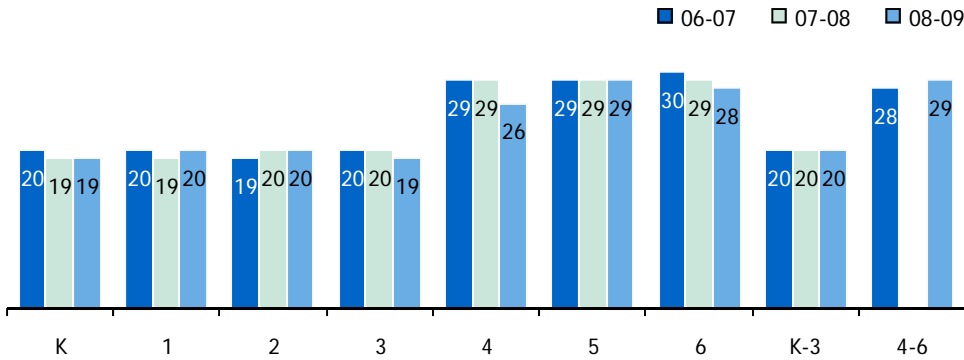
## Mission Statement

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

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

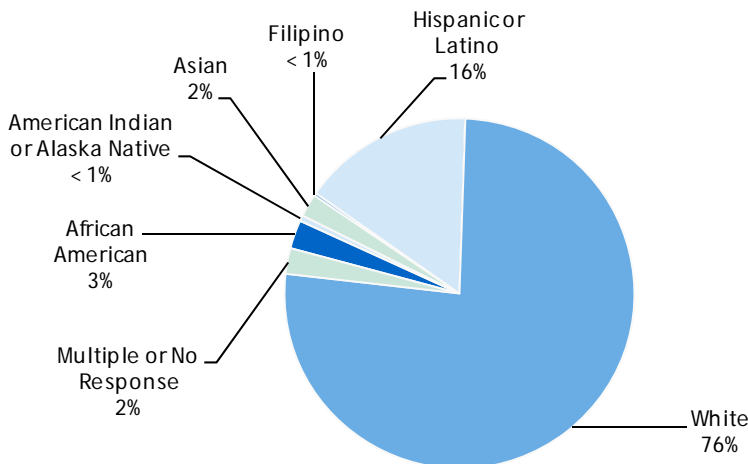


Class Size Distribution – Number of Classrooms By Size

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

### Enrollment and Demographics

The total enrollment at the school was 379 students for the 2008-09 school year.



### School Safety

The McNear School Safety Plan is reviewed by staff and parents at School Site Council meetings annually. It incorporates all of the most recent procedures recommended by the State and District. Preparation for emergencies occurs with annual collection of student emergency supplies, monthly drills, and evaluations of equipment and procedures. School employees are asked to report any facility needs in a timely manner. We are particularly proud of the condition of our campus and its facilities. Excellent custodial practices are the basis for the safety and aesthetics of the school.

The contents of the McNear School Safety Plan include: definition of a safe school, McNear School description, school vision, assessment of current status of school crime, child abuse reporting procedures, disaster/emergency procedures, suspensions and expulsions, procedures for notifying teachers of dangerous pupils, sexual harassment policy, schoolwide dress code, security provision for ingress and egress of pupils, rules and procedures for school discipline, and description of safe and orderly environment.

A copy of the McNear Safety Plan may be obtained in the school office. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on October 16, 2008.



## Textbooks and Instructional Materials

Textbooks are adopted from State-approved and local governing board-approved lists. Every student has access to his or her own currently adopted textbook and instructional materials. The textbook selection process is consistent with the cycles of Curriculum Frameworks as adopted by the California State Board of Education. The process is coordinated through the Petaluma City Schools District Office. Teacher representatives from each school form a selection team. The Textbook Adoption template developed by the University of Oregon is used in committee to review aspects of various publishers to see how material aligns with identified student learning needs and academic standards. The adoption committee, and other interested District teachers, previews publisher materials, which are made available to parents for preview as well.

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

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin series (K-6)	2003
Mathematics	Pearson-Scott Foresman enVision Math (K-6)	2008
Science	Herff Jones Education Division, It's About Time (6)	2008
Science	Foss - Lawrence Hall of Science (K-5)	2008
History-Social Science	Pearson-Scott Foresman (K-5)	2006
History-Social Science	TCI - Teachers' Curriculum Institute (6)	2006

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

## Parental Involvement

At McNear School, we are fortunate to have strong community support through the Parent Teacher Association (PTA) and English Learner Advisory Committee (ELAC) as well as active parent involvement in the classroom. PTA and ELAC fundraisers such as book fairs, wrapping paper sales, and school carnivals provide additional funds for school field trips and activities. Community volunteers assist teachers in the classroom, and are strong mentors for individual students. After-school programs, including the YMCA and the Boys' Girls' Club, provide enrichment and athletic opportunities for our students. Many McNear community events are held during the school year, which give opportunities for parent leadership and input into the goals and activities of the school.

The foundation of our students' success is the collaboration and involvement of parents and community members with the staff and students. We strive to identify and to connect with the resources of our learning community in both formal and informal ways. Adults and older students are welcome to be involved in our classrooms, on our playground, and in all support programs of the school. These include library, computer lab, reading program, English Language support program, Academic and Social Mentoring, McNear Life Science Garden docent, art docent in the classroom, office assistance, visual and performing arts directors and helpers, and a wide variety of other activities. Formally, our PTA, School Site Council, and the ELAC all seek the involvement of parents and other community members. We now have over 40 community members serving weekly as mentors to individual students who need consistent adult support on a weekly basis. Our newsletters and annual survey seek parent input and creative ideas.

*Continued on sidebar*

## Availability of Textbooks and Instructional Materials

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

### Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	



## Parental Involvement

*Continued from left*

McNear's sense of community is well developed and led to the following comment by a new kindergarten parent, "I knew what I was looking for in an educational program for my child. I did not know that in addition to that I would find an entire community."

For more information on how to become involved, contact Christi Reynolds (707-762-5110) or Kendall Abramson (707-773-3766), PTA Co-Presidents.

### School Facility Good Repair Status

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

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

Note: The most recent school site inspection occurred on August 17, 2009, and the inspection form was most recently completed on August 17, 2009.

### School Facilities

McNear School, built in 1950, has been expanded and modernized during the last ten years while keeping its welcoming, neighborhood character. Included are buildings housing 20 classrooms with much natural light, a number of small instructional or conference areas, excellent staff workroom and meeting room, plus a well-designed and equipped library and computer lab. The campus is surrounded by a creek and by homes with gardens. The school contains five garden areas and a modernized playground. In 2005, the multi-purpose room was expanded to include a performing arts stage, dressing area, storage, an upgraded kitchen, a sound system, screen and projector.

The McNear custodial staff, consisting of one full-time day custodian and one nighttime custodian, assists the school community with keeping the facilities in excellent condition.

McNear School prioritizes the safety of all students. Adult supervision is active before, during, and after school. Students learn and practice our school rules, "be safe, be respectful, be responsible". McNear School has a three-quarters time student advisor who oversees the school climate through her consistent presence and attention to student interactions. The student advisor teaches a social skills curriculum, "Second Step", in all classrooms on a weekly basis, and works with students to build a common language for conflict resolution and interpersonal communication.



### Suspensions and Expulsions

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

Suspension Rate			
McNear ES			
06-07	07-08	08-09	
5.7%	6.5%	3.4%	
Petaluma City ESD			
06-07	07-08	08-09	
4.8%	4.5%	3.0%	
Expulsion Rate			
McNear ES			
06-07	07-08	08-09	
0.0%	0.0%	0.0%	
Petaluma City ESD			
06-07	07-08	08-09	
0.0%	0.0%	0.0%	

## National Assessment of Educational Progress

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

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

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

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

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

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

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



*"Our parents report that McNear School has a warmth that is truly felt when one walks down the halls, through our gardens, or into a classroom."*



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

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

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

Percentage of Students Scoring At Proficient or Advanced Levels

	McNear ES			Petaluma City ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	61%	60%	69%	50%	53%	61%	43%	46%	50%
Mathematics	63%	61%	66%	56%	56%	60%	40%	43%	46%
Science	69%	72%	69%	45%	59%	57%	38%	46%	50%



### Standardized Testing and Reporting Program

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

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

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

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

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

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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	65%	65%	78%
Female	74%	67%	60%
Economically Disadvantaged	34%	36%	27%
English Learners	29%	27%	❖
Students with Disabilities	46%	40%	50%
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	40%	39%	❖
Pacific Islander	❖	❖	❖
White	78%	72%	84%

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



## Academic Performance Index

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

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

## Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	9	8	7
Similar Schools API Rank	5	2	3

## Academic Performance Index Growth

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-28	-3	29	846
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	693
Pacific Islander	■	■	■	■
White	-23	-10	42	889
Socioeconomically Disadvantaged	■	■	■	684
English Learners	■	■	■	■
Students with Disabilities	■	■	79	780

■ Data are reported only for numerically significant groups.

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



## Academic Performance Index Ranks

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

## Academic Performance Index Growth

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



### Adequate Yearly Progress

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

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

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

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

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

### Federal Intervention Program

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

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

✧ Not applicable.

### California Physical Fitness Test

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

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

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

#### Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	20.8%
Five of Six Standards	30.2%
Six of Six Standards	28.3%



### Teacher Qualifications

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

Teacher Credential Information				
	Petaluma City ESD	McNear ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	135	20	21	20
Without Full Credential	4	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

### No Child Left Behind Compliant Teachers

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

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
McNear ES	94.7%	5.3%
All Schools in District	98.2%	1.8%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.5%	2.5%

### Academic Counselors

This table displays information about academic counselors at the school.

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

### School Support Staff

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

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.5
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0



**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.

## District Financial Data

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

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

## School Financial Data

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

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

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

## Financial Data Comparison

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

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

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

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

## District Financial Data

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

## Types of Services Funded

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

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



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

All data accurate as of January 2010.