

McNear Elementary School

SARC
2009-10



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

GRADES K-6

605 Sunnyslope Avenue Petaluma, CA 94952

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Website: www.mcnearelementary.org

Greta Viguie, Ed.D.
Superintendent

Jason Sutter
Principal

Principal's Message

It Takes a Village to Raise a Child

Members of the McNear community share a unified dedication to four priorities:

- Inspiring life-long learning
- Nurturing sense of self
- Developing healthy relationships
- Building social responsibility

McNear Elementary School provides a collaborative and collegial atmosphere of shared leadership. Collective decisions are made by asking, "What is best for the children?" Our school's teaching and support staff is child-centered, professional, and enthusiastic about the learning process. McNear's curriculum is differentiated to bring equitable and engaging opportunities that inspire all students and help pupils demonstrate proficiency on the California State Academic Standards. Academic learning is highly valued.

Families say that McNear has a warmth that is felt when they walk down the halls, through the gardens, and in a classroom. We have easy access to teachers, staff members, and the principal. Our ongoing goals are to honor school traditions that inspire the staff, to deepen understanding of how children can thrive, and to create new ways to make McNear a vital place to learn together each day.

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.

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.

"Families say that McNear has a warmth that is felt when they walk down the halls, through the gardens, and in a classroom."



Petaluma City Schools

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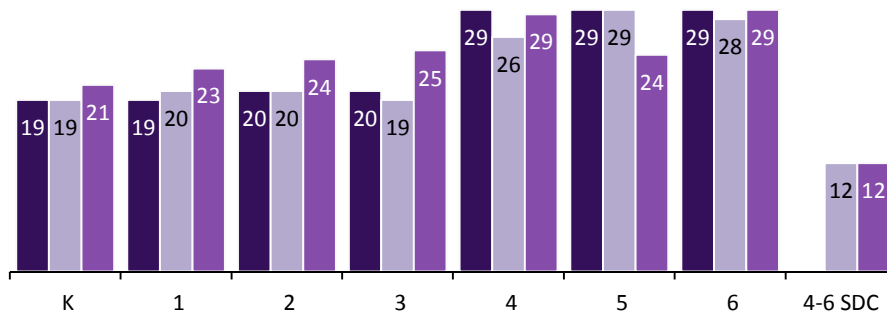
Mission Statement

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

Class Size

07-08 08-09 09-10

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



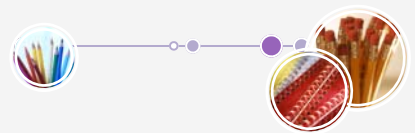
Class Size Distribution — Number of Classrooms By Size

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

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.



Availability of Textbooks and Instructional Materials

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

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

Textbooks and Instructional Materials

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 November 2010.

School Facility Items Inspected

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

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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

School Facility Good Repair Status

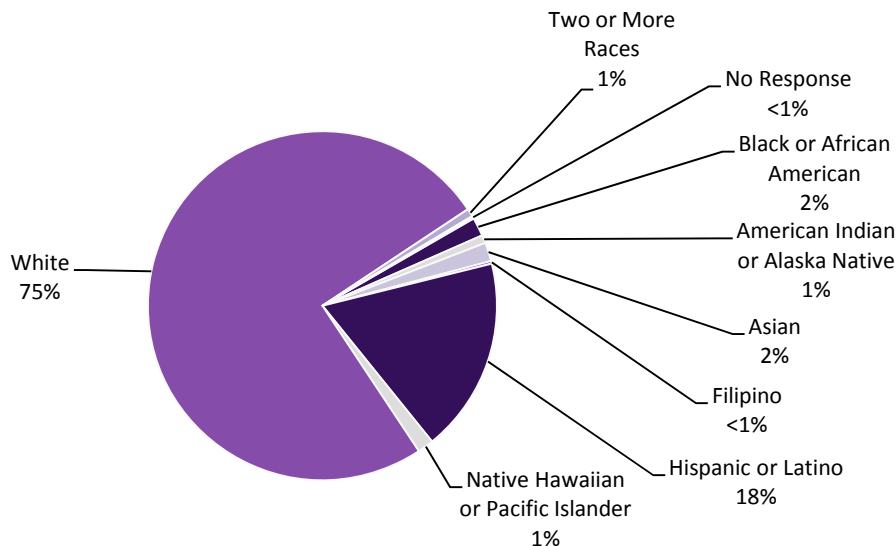
This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

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

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

Enrollment and Demographics

The total enrollment at the school was 404 students for the 2009-10 school year.



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.

Professional Development

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

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

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 Schools			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	60%	69%	67%	53%	61%	61%	46%	50%	52%
Mathematics	61%	66%	70%	56%	60%	63%	43%	46%	48%
Science	72%	71%	90%	59%	58%	66%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	61%	63%	66%
All Students at the School	67%	70%	90%
Male	64%	69%	86%
Female	70%	70%	95%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	40%	50%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	74%	74%	95%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	46%	52%	77%
English Learners	39%	49%	❖
Students with Disabilities	50%	46%	❖
Students Receiving Migrant Education Services	❖	❖	❖

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

Standardized Testing and Reporting Program

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

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

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

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

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



Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

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

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	8	7	8
Similar Schools API Rank	2	3	4

API Growth by Student Group

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

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-3	29	10
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	-10	42	-3
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	76
English Learners	■	■	■
Students with Disabilities	■	79	-28

■ Data are reported only for numerically significant groups.

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 an 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.

McNear's School Safety Plan was last reviewed in November 2010.

"It Takes a Village to Raise a Child"



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	McNear ES	Petaluma City Schools	California
All Students	851	800	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	882	890
Filipino	■	■	851
Hispanic or Latino	■	702	715
Native Hawaiian or Pacific Islander	■	■	753
White	880	840	838
Two or More Races	■	818	807
Socioeconomically Disadvantaged	755	710	712
English Learners	■	686	692
Students with Disabilities	737	612	580

■ Data are reported only for numerically significant groups.

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

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

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

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

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



California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	31.4%
Five of Six Standards	33.3%
Six of Six Standards	21.6%

Adequate Yearly Progress

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

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

Public Internet Access

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

Academic Counselors and School Support Staff

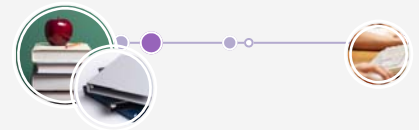
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	1.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

Adequate Yearly Progress

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

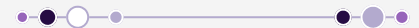
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

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



Academic Counselors and School Support Staff

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



Teacher Qualifications

Teacher Credential Information				
	Petaluma City Schools	McNear ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	117	21	20	19
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	McNear ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

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

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

Teacher Qualifications

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



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		
07-08	08-09	09-10
0.065	0.034	0.054
Petaluma City Schools		
07-08	08-09	09-10
0.045	0.030	0.038
Expulsion Rate		
McNear ES		
07-08	08-09	09-10
0.000	0.000	0.000
Petaluma City Schools		
07-08	08-09	09-10
0.000	0.000	0.000

District Financial Data

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

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

◇ Information not available.

School Financial Data

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

School Financial Data	
	McNear ES
Total Expenditures Per Pupil	\$4,979
Expenditures Per Pupil From Restricted Sources	\$205
Expenditures Per Pupil From Unrestricted Sources	\$4,774
Annual Average Teacher Salary	\$64,052

Financial Data Comparison

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

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
McNear ES	\$4,774	\$64,052
Petaluma City Schools	\$4,714	\$61,849
California	\$5,681	\$61,250
School and District — Percent Difference	1.3%	3.4%
School and California — Percent Difference	-19.0%	4.4%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

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

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

School Accountability Report Card

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

All data accurate as of February 2011.

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