

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Ms. Susan Rodkin  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name McNear Elementary School  
(As it should appear in the official records)

School Mailing Address 605 Sunnyslope Avenue  
(If address is P.O. Box, also include street address.)

Petaluma CA 94952-4912  
City State Zip Code+4 (9 digits total)

County Sonoma State School Code Number\* 49 70854 6051973

Telephone ( 707 ) 778-4752 Fax ( 707 ) 778-4859

Web site/URL www.mcnearelementary.org E-mail srodkin@pet.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Margaret Viguie  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Petaluma City Elementary Tel. ( 707 ) 778-4604

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Ms. Mary Schafer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

\*Private Schools: If the information requested is not applicable, write N/A in the space.

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       7   Elementary schools  
   0   Middle schools  
   3   Junior high schools (1 is Alternative 7<sup>th</sup>-9<sup>th</sup> grade)  
   6   High schools  
   2   Other (K-8 Charter schools)
- 18  TOTAL
2. District Per Pupil Expenditure:      8,026
- Average State Per Pupil Expenditure:   7,939

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   4   Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			N/A	7			N/A
K	32	23	55	8			N/A
1	31	32	63	9			N/A
2	31	14	45	10			N/A
3	28	28	56	11			N/A
4	25	23	48	12			N/A
5	31	20	51	Other			N/A
6	27	24	51				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>369</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 78                | % White                          |
| 2                 | % Black or African American      |
| 18                | % Hispanic or Latino             |
| 2                 | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	9
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	9
<b>(4)</b>	Total number of students in the school as of October 1	369
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.024
<b>(6)</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 13 %  
49 Total Number Limited English Proficient

Number of languages represented: 4  
 Specify languages: Farsi-2; Filipino-1; Dutch-1; Spanish-45

9. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 67

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %  
52 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>4</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>20</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	92%	94%	94%	95%	92%
Teacher turnover rate	5%	6%	25%	5%	5%

## **PART III - SUMMARY**

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### **McNear Elementary School**

*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 Life-Long Learning ----- Nurturing Sense of Self*

*Developing Healthy Relationships ----- Building Social Responsibility*

McNear School, one of six elementary schools in the Petaluma Elementary School District, is known in our school district and community as "the village school" because of the inclusive structures we have in place to involve students, parents, teachers, staff, and community members in the life of our school. Our relationships and open communication are the heart of our school. This process originated in 1994 with staff concern about how our children were treating one another. Petaluma was reeling from the tragic loss of Polly Klaas, the 12-year old kidnapped from her home and murdered, who was a resident of our neighborhood. Thus, our village focus was born and thrives today with renewed, in-depth conversations to examine two essential questions: 1) What are the qualities and characteristics that we want our children to take with them into adulthood? 2) What are the strategies and activities that will nurture these qualities in our family and school lives? As an outgrowth of past and present village conversations, our full-time Student Advisor position, a role unique among elementary schools, was created to benefit our nearly 380 students. The positive school climate and student achievement data reflect the safe, respectful environment that our Student Advisor, in partnership with our School Principal, establishes for our students. This is a process of collaboration and relationship-building with students, teachers, staff members, and families. Our village conversations have also resulted in the development of our mentor program, now seven years in operation and being exported to other district schools. Our mentor program brings over forty community adult volunteers to school to mentor individual children for one hour each week. We see the profound, lasting personal and academic impact that these adult friendships have on our mentored students.

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 all students demonstrate proficiency on the California State Academic Standards. Our Student Leadership group coordinates service projects such as our walk-a-thon for the American Cancer Society. Parent leadership and involvement is strong as evidenced by over 120 participants at our recent parent village evening. Parent education is also important throughout the year in such areas as homework help and family life education. Descriptors such as "collaborative", "cohesive", "present", "held by deep conversation and a high level of trust", "creative and flexible", "open to diverse thinking and opinions", "free to risk", and "respectful" are used by our staff to characterize itself. All of our staff has lunch together nearly every day, and this is a time of joy and connection. 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 -- and 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.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. **Assessment Results:** McNear’s assessment results are reported using the California state assessment system’s results on CSTs (Content Standards Tests) designed to measure student proficiency levels on challenging grade-level standards in English Language Arts, Math, Science, and Social Studies. These tests are given as part of the STAR program in California. Annually in May, every student at McNear in grades 2 through 6 participates. Testing is multiple choice with a writing sample required in 4<sup>th</sup> grade. Based on their responses, students are reported as scoring in one of five performance levels: *Advanced*, *Proficient*, *Basic*, *Below Basic*, or *Far Below Basic*. Students who score at the Proficient level or higher have met or exceeded grade-level performance.

McNear’s students are performing in the top levels of the state. The percentage of students scoring at the *Proficient* or *Advanced* level in both English Language Arts (ELA) and Math in our highest grade tested (6<sup>th</sup> grade) places the school in the top 10% of schools in the state. In English Language Arts, 76% of the 6<sup>th</sup> grade students placed at or above the *Proficient* level on California Standards Test, compared to the statewide result of 41%. This represents a gain of 24% more sixth graders at that level in 2006 than in 2003. Also in math, 71% of the 6<sup>th</sup> grade students placed at or above the *Proficient* level on California Standards Test, compared to the statewide result of 41%. This represents a gain of 19% more sixth graders at that level in 2006 than in 2003.

In California, schools are assigned an API (Academic Performance Index) score based on their schoolwide results from STAR. The maximum API possible is 1000. The state target is for every school to have an API of at least 800. McNear’s API from 2006 testing is 855. It has been over 800 every year since 2003, and increasing each year. The only demographic subgroup considered significant statistically in our school of 379 students is “white (not Hispanic)” students. They represent 78% of our student body. No other group has more than 50 students tested.

Information on the STAR assessment system can be found at <http://www.cde.ca.gov/ta/tg/sr/>. More general information about California’s testing and accountability system is at <http://www.cde.ca.gov/ta/>.

2. **Using Assessment Results:** Our assessment practices are organized into three layers:

1) Formative assessments: Students have opportunities to show what they know and what they have yet to learn through pre-tests and authentic demonstrations of knowledge that are derived from standards-based and teacher-created materials. Students use standards-aligned rubrics to guide and monitor their written and oral work in ELA and math. Many can share their understanding of their work as compared to the criteria on the rubric with their parents, teacher, and peers. Based on formative assessments (for example: Developmental Reading Assessment (DRA) and Qualitative Reading Inventory (QRI), Basic Phonics Skills Test (BPST), San Diego Quick, California English Language Development Test (CELDT) testing and Spelling Inventory), the curriculum is differentiated and support is offered to allow students to go more slowly or more rapidly.

2) Progress-monitoring assessments: Within the classrooms, teachers observe students working on a daily basis. Grade level benchmarks provide added information for teacher observation and study of student progress. Teachers use this information to provide feedback to students and parents and plan for re-teaching or extending. All McNear teachers meet in collaborative grade level groups one afternoon per week to look at student work, assess progress of students in mastering standards, and select and pilot the most effective instructional strategies that are research-based and promote learning for all students. Each teacher has selected two focal students, students who are not progressing in achieving grade level standards, as research shows that our targeted work on two focus students will positively impact the learning of all students in our classes.

3) Summative assessments: Teachers use standards-based end of unit assessments that are linked to state-adopted materials (Houghton-Mifflin) several times during each trimester of the school year. Results from the summative assessments are used by teachers to provide re-teaching or extending to students and are shared with parents and students at conference time. All teachers have full access to the Edusoft

program that easily facilitates disaggregation of student data based on multiple student characteristics. At staff meetings, grade level meetings, and in individual times for planning and reflection, teachers use summative Standardized Testing and Reporting (STAR) data to identify students who are not yet proficient, as well as those who are achieving at or above proficiency and design appropriate instruction.

Our formative, progress-monitoring, and summative assessment systems provide information to help students achieve proficiency and bring equitable learning opportunities to all students.

In addition, the CELDT and primary language (when appropriate) assessments are given to ELL (English language learner) students within three weeks of arrival at school every year. We assess in native language and consult with speech and language specialists and CELDT assessors. Learning plans for EL (English learner) students to support them in reaching proficiency are developed with attention to these additional assessment results.

**3. Communicating Assessment Results:** Clear and inclusive communication with parents/guardians, and community members about our vision, instructional program, and student performance is key to building understanding and involvement in our school village. In addition to our village events, we build and maintain open communication with parents and community members through our bi-monthly newsletter (with Spanish translation), school website ([mcnearelementary.org](http://mcnearelementary.org)) with links to our School Accountability Report Card (SARC) which reports specific test results annually by gradelevel and for each subject. Other strategies used are parent conferences, classroom newsletters, school electronic bulletin board (yahoo group, mcnear-el), school phone tree for personal contact with each family (in Spanish and English), and McNear School Calendar and Handbook.

We pride ourselves on our ongoing communication with parents/guardians about student achievement of grade-level standards including: weekly student progress reports; daily/weekly homework logs requiring parent signature; classroom newsletters; fall, spring and as-needed parent-student conferences; student report cards where grades that are based on California academic standards and assessments in all curricular areas are reported to parents; teacher email (all teachers have district email addresses); phone calls to parents; notes home to parents; and strong support for written and oral translations from our bilingual instructional assistants for parents who are non-English-speaking.

Our Back to School Night in the fall provides an opportunity for all teachers to distribute and discuss California grade-level Academic Standards. In addition, links to the standards and School Accountability Report Card (SARC) are available on our school and district websites. Our School Site Council (SSC) receives monthly reports about the different academic programs at our school and uses this information in the revision of the Single School Plan for Achievement each spring. Our SSC, PTA and ELAC (English Learners Advisory Committee) hold a joint meeting every January to deepen understanding of grade-level standards and programs in the school that help students achieve standards.

**4. Sharing Success:** McNear Elementary School believes that professional collaboration is an important component of student learning success. To that end, school staff openly share effective practices with other schools. Our district has several structures in place to facilitate the sharing of successes. Teachers meet almost monthly in District Study Groups. About one-third of the teachers participate in two study groups with teachers in other schools, sharing best practices in social studies and kindergarten in an ongoing and regular environment. The remaining teachers share the cumulative work of their study group at the March district-wide study group gathering. At the March meeting, our teachers share best practices in reading, writing, social science, and science curricula and also have the opportunity to learn from other teachers. McNear School also has active and full staff participation on all district committees such as the K-12 Curriculum Committee, the K-12 Staff Development Committee, the K-6 Writing Committee, the English Language Learner Support Committee, the K-6 Instructional Materials Selection Committee, the K-6 Gifted and Talented Committee, the District Trust Agreement Committee, and others. In these venues, teachers regularly share practices that are working well toward raising the achievement level of all students. McNear School is also part of the Sonoma County California Distinguished Elementary School group. Part of the charge of that group has been to publish a “best practices” booklet that is disseminated to

schools in the county. The net effect of this publication has been for McNear to share its work and also to gain from the best practices of other Distinguished Elementary Schools in our county. McNear School has a long history of sharing best practices. About ten years ago, our school developed a strong student mentoring program. Today, ten years later, McNear has played an active role in expanding the mentoring program to nearly all fourteen schools in our district. Our performing arts and garden programs are additional examples of areas we have developed for our children (with help from another school in the case of the garden program) and have intentionally disseminated our knowledge to other start-up schools. As a Blue Ribbon School, we would welcome visitors to our school and would continue to share our knowledge of best practices and resources in all ways that are helpful to other schools and districts.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** All students receive core instruction aligned to California standards in language arts, math, science, social science, music, technology (computer lab), and health education. In addition, all students participate in physical education based on the California PE Framework for at least 100 minutes each week. Students use text materials aligned to State and District standards.

The Houghton Mifflin (HM) Language Arts Program is used by the school to deliver language arts instruction. The program includes a delivery system for spelling, writing, grammar and conventions as well as reading. Universal access to the ELA curriculum for all students including students with disabilities and English Learners is provided. Supplemental programs also in use for language arts also under the guidance of the School Plan include: (1) English Now for ELL students; (2) Read Naturally and Words Their Way for fluency and comprehension, (3) differentiated instruction including SDAIE; (4) differentiated reading materials including fiction and non-fiction for gifted students.

The Houghton Mifflin Math Program is used in all classrooms. The mathematics content standards for kindergarten through grade six are organized by grade level and presented in five strands: number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. This program provides comprehensive and spiraled instruction for all math strands across the grade levels. Supplementary strategies in use include Touch Math, Marcy Cook, and Jeff Simpson. Upper grade teachers also use Hands on Algebra to supplement the math series with small group, individualized classroom instruction, and homework.

The new Scott Foresman Social Studies Program, for grades K-5 as of fall, 2006, provides a comprehensive and spiraled approach to social studies instruction using technology as one of the major tools for acquiring information. The Teachers' Curriculum Institute History Alive program is used in 6<sup>th</sup> grade World History. Community resources are commonly used to enhance social studies instruction. Parents and other community members deliver instruction regarding particular areas of expertise. All students have access to a collaborative science curriculum that is inquiry-based, project-based, and focused on the natural world and local region. Our garden coordinator manages the McNear School Science Garden giving all students experiences with soil preparation, planting, propagating, maintaining, harvesting, and studying plants. Health education permeates all grade levels and incorporates the State Health Framework and the local "Human Interaction" curriculum. Field trips and assemblies highlight local and regional flavor within the social studies and science curriculum. (see #3) Parents and community members share their careers and give students windows into the working world.

A recent district parcel tax supports the weekly Art Docent program and a music program, provided by music specialists to all students in grades 1-6. Classroom teachers also incorporate music, art, and technology into lessons and projects such as patriotic songs in 4<sup>th</sup> grade and authentic Greek masks in 6<sup>th</sup> grade. Performances in music and drama are also offered in an after school parent funded program.

2a. **(Elementary Schools) Reading:** McNear Elementary School believes that reading proficiency is fundamental to student success in life and school and understands that the regular delivery of a standards-based reading program by all teachers has the highest correlation with increasing student reading proficiency. We also believe that it is important to expose children to rich literature experiences that both engage the reader and build reading skills. In achieving this, McNear School has adopted a reading program that has at its foundation the Houghton-Mifflin Reading Curriculum. Delivery of the reading curriculum consists of at least 90 minutes per day of reading instruction time. During this segment, students work in both whole class and small group learning teams as they learn how to decode, gain in fluency and ability to make meaning of what they are reading. Parent volunteers and student teachers daily add to the number of adults involved. Most primary classrooms have three adults present to help with small groups and literacy centers each morning. In addition to the adopted text series, all classrooms use either leveled readers (primary grades) and/or trade literature books to differentiate and extend learning for students. The reading proficiency of all students is assessed periodically in the year using the DRA, QRI,

or BPST measures, with results of these assessments used to group students for instruction. McNear School has a 50% certificated reading specialist who provides intervention support for students who are below grade level in reading proficiency. Our three credentialed kindergarten teachers also provide reading intervention each afternoon for first grade students who are struggling with reading. Additional site funds are used to hire a credentialed reading teacher to provide reading instruction to 2nd – 3rd grade students for an additional four hours/week. Students who are two years below grade level expectation in reading also participate four days/week in the Language! intervention program. Each class has weekly time with the librarian who reads aloud, introduces new books, and assists students with book selections.

3. **Additional Curriculum Area:** History-Social Science: The history/social-science curriculum at McNear School plays an important role in achieving our school’s mission of building social relationships, nurturing a sense of self, and inspiring life-long learning. The Scott Foresman social science program for grades K-5 and the History Alive (TCI) program for grade 6 are implemented school-wide to immerse students in learning about history in the local community, the State of California, the USA, and the world. Technology is part of both text adoptions. Through showing of archival documents, historic images, video clips and documentaries, students gain a real sense of events, actions, and people that have formed our present time. Regular incorporation of hands-on projects such as maps, travel brochures, and Egyptian masks apply academic learning to performance-based outcomes. At all grade levels, literature books are integrated into social studies instruction to enrich the curriculum and deepen the sense of historical perspective. McNear School maximizes extended-learning field trip experiences as much as possible for all students to enhance the social studies curriculum. Sites such as the Petaluma Historical Museum, Pt. Reyes National Seashore Kule Loklo Miwok Indian Village, Sutter’s Fort in Sacramento, and Gold Country provide rich learning experiences that augment classroom instruction. We use site funds to hire a credentialed teacher to teach 4<sup>th</sup> grade social science curriculum. This enables each upper grade teacher to teach in-depth either social science or science to his/her grade level, a practice that we have found to be most efficient use of teacher time and expertise with maximum benefit to student learning. Our history/social science curriculum has the overarching goal of helping our students understand their place in history and their role as emerging citizens in their communities and in the world. School-wide practices such as recycling, cross-age tutoring, on-going student maintenance of the garden, and student leadership activities complement the social studies curriculum and teach our students that active citizenship begins in our classes and at school where we all live and work each day.

4. **Instructional Methods:** McNear School is grounded in the belief that all students want to learn, can learn, and come to school with varied levels of learning readiness and background interests. Our foundational kindergarten program reflects a Reggio-Emilia philosophy that the curriculum will unfold from the natural curiosity of the children. Our strong developmental, constructivist beliefs put us in constant conversation about which instructional strategies to use to help students achieve California academic standards and still maintain the developmentally-appropriate pacing, readiness level, and individual respect that each of our primary and upper grade students deserve. Instructional methods used to improve student learning are intended to offer differentiation, acceleration and compacting the curriculum for individual learners based on assessment results. Examples include collaborative literature circles, Marcy Cook independent math activities that allow students to stay longer or move more quickly through different math concepts, historical figure internet inquiry-based research with teacher-directed writing activities (grades 2 – 6). Homework extends classroom learning by involving parents in nightly reading with students, having students maintain reading logs, long-term research projects, and providing math exercises to reinforce, remediate, and/or extend classroom instruction as appropriate for different students.

In English Language Arts, we incorporate explicit teacher modeling and direct instruction in the use of research-based reading strategies such as independent or small group rereading at the point of difficulty to confirm meaning and using visual analysis (beginning letter, letter clusters, embedded little words in big word). In math, our program for K-3 students is manipulative-based and allows students to achieve proficiency in number sense concepts; for 4 – 6 students, the math program incorporates use of *intentional*

*time* allowing students to explain the processes used to solve problems, using graphic organizers to clarify and deepen thinking and comprehension. Social science curriculum is differentiated to support inquiry-based learning as evidenced in primary study of local architecture and history (in collaboration with Petaluma Historical Museum), and our upper grade community-service requirement for 10 hours of service each year, culminating in a presentation to peers in the spring. McNear School extends science learning for all students through learning experiences such as Science Discovery van (kindergarten), visits to local farms (1-2 grades), Star Lab (3<sup>rd</sup> grade), Fort Ross and Gold Country (4<sup>th</sup> grade), a fish hatchery (5<sup>th</sup> grade), the school science fair, and the outdoor education program at Pt. Bonita (6<sup>th</sup> grade).

**5. Professional Development:** Teachers are scheduled for three full professional development days and monthly district study group afternoons per year. McNear study groups topics for last year included classroom cycle of inquiry, differentiating writing and reading strategies. Current district focus areas are literacy and differentiation, supported by 1) “Power Standards/Unwrapping the Standards”, a sequential training with Larry Ainsworth from the Center for Performance Assessment. 2) “Cycle of Inquiry” training sponsored by Springboard Schools to develop the collaborative teacher cycle of conversation, analysis of student work, and selection of research-based instructional strategies most effective in meeting the varied learning needs of assessed students. 3) Differentiation training: A series trainings to assist teachers in building a repertoire of research-based strategies such as compacting the curriculum and reteaching to meet the varied learning needs of our students in regular and summer school. Also, results from district student writing assessments three times per year for K-6 students guide the differentiated process of teaching writing through the year.

All teachers must annually revise a professional development plan based on the California Standards for the Teaching Profession (CSTP). Our weekly, hour-long Wednesday collaborative grade level and cluster meetings are our most potent professional development activities. Our positive overall 36 point growth in our API score to 855 in 2006 reflects the impact of focused, ongoing teacher collaborative professional development at our school. All McNear teachers have participated in Houghton-Mifflin language arts training; many have completed 40 hours of state-level training, and four teachers have participated in 40 hours of Math training..

The McNear principal creates a personal professional development plan each year based on the California Professional Standards for Educational Leaders (CPSELs). She meets regularly with classified and certificated management team members to reflect on her goals, share research-based best practices, and improve her support of McNear teachers and students. Our principal participates in the WestEd/ACSA CPSELs seminars, has completed English Language Learner Observation model (SIOP) training and is currently participating in certificated evaluation and observation training in a six-month series with district colleagues, using the CSTP.

Our school librarian, computer coordinator, school cafeteria personnel, garden coordinator, and physical education staff, office staff and custodial staff regularly participate in job-appropriate learning. Together all teacher and staff professional development activities focus on improving conditions to bring equitable learning opportunities to all students.

## PART VII - ASSESSMENT RESULTS

Subject English-Language Arts Grade 2 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	44	61	35	44	
% "Advanced" State Standards	11	15	10	14	
Number of students tested	54	48	52	58	
Percent of total students tested	100	98	100	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject Mathematics Grade 2 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	69	73	57	63	
% "Advanced" State Standards	28	51	19	34	
Number of students tested	54	49	52	58	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject English-Language Arts Grade 3 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	64	47	51	46	
% "Advanced" State Standards	40	16	15	15	
Number of students tested	45	49	53	53	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject Mathematics Grade 3 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	69	61	55	53	
% "Advanced" State Standards	33	24	25	15	
Number of students tested	45	49	53	53	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject English-Language Arts Grade 4 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	72	79	60	63	
% "Advanced" State Standards	38	50	33	51	
Number of students tested	50	48	48	41	
Percent of total students tested	98	98	98	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject Mathematics Grade 4 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	56	78	62	66	
% "Advanced" State Standards	26	51	33	40	
Number of students tested	50	49	48	42	
Percent of total students tested	98	100	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject English-Language Arts Grade 5 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	80	78	87	70	
% "Advanced" State Standards	52	37	61	26	
Number of students tested	46	48	38	54	
Percent of total students tested	98	100	100	93	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject Mathematics Grade 5 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	63	61	58	45	
% "Advanced" State Standards	28	17	26	7	
Number of students tested	46	48	38	55	
Percent of total students tested	98	100	100	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject English-Language Arts Grade 6 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	76	74	59	52	
% "Advanced" State Standards	29	43	23	24	
Number of students tested	49	42	56	58	
Percent of total students tested	100	100	95	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject Mathematics Grade 6 Test California Standards Test (STAR)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	71	83	45	52	
% "Advanced" State Standards	20	33	16	16	
Number of students tested	49	42	56	58	
Percent of total students tested	100	100	95	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	