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

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

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

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

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	McNear Elementary School
Street	605 Sunnyslope Ave.
City, State, Zip	Petaluma, CA 94952
Phone Number	(707) 778-4752
Principal	Liza Eichert
Email Address	Leichert@petk12.org
Website	www.mcnearelementary.org
County-District-School (CDS) Code	49708546051973

District Contact Information (School Year 2020-2021)

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

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

McNear Elementary is a TK-6th grade school in the town of Petaluma with roughly 350 students. Our mission: McNear is a collaborative community that inspires students to reach high academic standards and become mindful, active contributors locally and globally in our ever-changing world. As our mission states we truly work to develop an inclusive and safe learning environment where meaningful authentic experiences take place. McNear seeks to support the whole child through a well-balanced approach, cultivating creative and critical thinkers in the arts, math and sciences. With our McNear Arts and Sciences Maker's Space as a hub, arts and sciences are interwoven as a launching pad for integrated and applied learning. When families visit McNear they are always struck by the beautiful park like setting of our campus as well as the supportive community where students, teachers and families mindfully communicate, collaborate, take risks and express joy.

From back to school barbecues to creek restoration to kindness campaigns, plays and robotics teams there are many ways for children to grow, learn, celebrate and participate in place based learning. Teachers and staff are ongoing learners themselves studying the latest mindfulness and empathy programs, technology applications, science curriculum adoptions and arts integration with awareness that social and emotional learning goes hand in hand with academic success. Facing all the challenges of distance learning, has had many silver linings of new ways to connect, teach, create community, innovate, evaluate and understand student strengths and student needs.

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	45
Grade 2	52
Grade 3	28
Grade 4	59
Grade 5	57
Grade 6	50
Total Enrollment	360

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

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	1.1
Hispanic or Latino	22.8
White	68.6
Two or More Races	5.3
Socioeconomically Disadvantaged	30.3
English Learners	11.7
Students with Disabilities	10
Foster Youth	0.6
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	19	18	129
Without Full Credential	1	1	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill: Wonders 6th Grade: McGraw-Hill: Study Sync	Yes	0
Mathematics	TK-5: Everyday Math (EDM) 6th Grade: CPM	Yes	0
Science	TK-6: Twig Science	Yes	0
History-Social Science	TK-5: Pearson Scott Foresman, 6th Grade: TCI	Yes	0

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

School Facility Conditions and Planned Improvements

Overall, the school is in good repair.

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	52	N/A	56	N/A	50	N/A
Mathematics (grades 3-8 and 11)	51	N/A	52	N/A	39	N/A

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

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

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

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

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

• Pupil outcomes in the subject areas of physical education.

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

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

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

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

At McNear School, we are fortunate to have strong community support through the Parent Teacher Association (PTA), MASC Committee (McNear Arts and Sciences Center), TIDE Committee (Team for Inclusivity, Diversity and Equity), Site Council and English Learner Advisory Committee (ELAC) as well as active parent involvement in the classroom. PTA fundraisers such as the Wish Benefit, book fairs, our annual jog-a- thon, and school festivals provide additional funds for school field trips and activities.

In a typical year, community volunteers assist teachers in the classroom, and are strong mentors for individual students. After school programs include enrichment classes, homework club and after school child care provided by the YMCA. 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, reading programs, English Language support program, Academic and Social Mentoring, vegetable and fruit garden, native plant gardens, art docents in the classroom, science and engineering docents in the McNear Arts and Sciences Center (MASC), office assistance, visual and performing arts directors and helpers, and a wide variety of other activities.

Due to COVID 19 school closures, these events, involvement and offerings have looked different but still continue via online platforms such as ZOOM and in small groups when allowed at school. Our PTA, School Site Council, and the ELAC all actively seek the involvement of parents and other community members.We now have over 25 community members serving as mentors to over 50 students who benefit from additional adult support. Our newsletters, morning coffees and surveys seek parent input and creative ideas. For timely communication, families stay connected through materials pick ups of printed information, emails, phone calls and texts via Parent Square and reading the weekly McNear Falcon Flyer newsletter. McNear's sense of community is well developed. For more information on how to become involved click on the "Get Involved" tab at mcnearelementary.org under the "Parents" tab or email our PTA president, Sue Spaulding at mcnearpta@gmail.com.

State Priority: School Climate

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

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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.4	2.2	4.1	3.4	3.6	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.66	6.4	NA
Expulsions	0	0	NA

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

School Safety Plan (School Year 2020-2021)

The McNear School Safety Plan is reviewed by staff and parents at School Site Council meetings annually. The current safety plan was reviewed by staff and the school site council on 2/15/20. The plan was recently reviewed again in November 2020 Staff and Site Council Meetings. It is currently undergoing revision for next year with efforts to keep it a living and continuously improving document. It incorporates all of the most recent procedures recommended by the State and District. Preparation for emergencies occurs with monthly drills, and evaluations of equipment and procedures. School employees 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, school-wide dress code, security provision for ingress and egress of pupils, rules and procedures for school discipline, and description of safe and orderly environment. Monthly drills are conducted to prepare for fire, earthquakes and intruders or other dangers requiring lock down.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	2		25		3		23		3	
1	25		1		24		2		34		1	1
2	25		2		21		1		26		2	
3	24		3		22		3		28		1	
4	23		2		29		2		44		1	1
5	25		2		22		2		29		2	
6	29		2		20	1	2		21	1	1	
Other**	8	1							10	1		

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

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,471.24	$1,477.41	$5,993.84	$73,972
District	N/A	N/A	$5,615	$73,153
Percent Difference - School Site and District	N/A	N/A	6.5	1.1
State	N/A	N/A	$7,750	$83,059
Percent Difference - School Site and State	N/A	N/A	-25.6	-11.6

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

Types of Services Funded (Fiscal Year 2019-2020)

In additional to the general education teachers, the McNear staff also includes a resource specialist, a special day class teacher, a speech and language specialist, a reading specialist, a bilingual resource teacher, and a guidance counselor. An instructional assistant supports our TK students and two additional instructional assistants support our Special Day Class. All of the fourth, fifth, and sixth grade teachers at McNear participate in professional development activities to meet the needs of our Gifted and Talented (GATE) students. Stipends are provided for the following extra duty assignments: Admin Designee, SST Coordinator, CAASPP Coordinator, GATE Coordinator and Independent Study Coordinator. We also have a garden coordinator and a student advisor funded by our PTA.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,479	$49,782
Mid-Range Teacher Salary	$60,056	$76,851
Highest Teacher Salary	$86,277	$97,722
Average Principal Salary (Elementary)	$103,961	$121,304
Average Principal Salary (Middle)	$109,099	$128,629
Average Principal Salary (High)	$117,833	$141,235

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$212,364	$233,396
Percent of Budget for Teacher Salaries	32.61%	33.48%
Percent of Budget for Administrative Salaries	4.22%	5.57%

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

Professional Development (Most Recent Three Years)

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

Four (4) professional development days were built into the work year calendar. District staff were surveyed to collect teacher professional development interest/need. The area of highest interest/need were selected as topics for the four (4) professional development days. The four (4) professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included, rolling out our distance learning plans, science curriculum implementation of our new adoption, sessions on learning our new communication platform ParentSquare, site-level collaboration, technology support for distance learning (ZOOM, Nearpod, Google Classroom, Seesaw, Lexia etc.), administering and analyzing STAR Math and Reading Assessments, arts integration, Write from the Beginning writing instruction and English Language Development instruction. Teachers also attended workshops, trainings, and conferences provided by the Sonoma County Office of Education and iAspire among other outside providers. To support implementation, several committees have been formed and meet regularly to plan for continued teacher support. The K-12 Curriculum/Staff Development committee and distance learning committee met and planned the four (4) professional development days. All teachers participated as members of district grade alike teams and met monthly to further their collaboration. Staff are mindful schools trainings as well as bias and inclusivity trainings offered in the area. Some of the additional trainings and workshops are in addition to the four professional development days.