

**Petaluma Accelerated Charter
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	Petaluma Accelerated Charter
Street	110 Ellis St
City, State, Zip	Petaluma, CA 94952-3305
Phone Number	707-778-4750
Principal	Ani Larson
Email Address	alarson@petk12.org
Website	https://www.petalumacityschools.org/mckinley
County-District-School (CDS) Code	49708620131961

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Petaluma Accelerated Charter
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)

About Our School

Founded in 2015, the Petaluma Accelerated Charter School (PACS) at McKinley is a 7th and 8th-grade program on the McKinley School campus and is a part of McKinley School. The TK - 6th-grade Elementary School has approximately 380 students and our 7th and 8th-grade program has approximately 125 students, giving the campus a total of 510 students.

PACS at McKinley has 4 core values:

Compassion
Diversity
Rigor
Student-centered Learning

The living vision says PACS INSPIRES:

Innovation: Looking at differentiation and the idea we can learn from Cross-ability groups

Nurturing Spirit: Working with Social Emotional programs like Kelso's choices and assemblies working on character traits like Inclusivity, Grit, Compassion, and Responsibility.

Stem Focus: Sonoma County robotics challenge champs, Multiple winners in Petaluma film festival, and 3D printing.

Project-Based: All teachers trained in Project-based learning by 2020-2021 school year and All teachers trained in Icons of Depth and Complexity.

Inclusivity: We have begun to purchase curriculum and books that are a representation of all students that attend McKinley school.

Responsibility: We are responsible for ourselves. Our behavior and our work.

Engagement: Passion projects like Genius Hour and interacts

Student-Centered Learning: Differentiation is a priority and we are able to do this through The icons of Depth and complexity. Meeting the needs of all students with Bilingual resource teachers and aides. We have Spanish for all students in grades TK- 8

PACS staff-school mission statement is as follows:

McKinley scholars are caring, self-directed, and reflective learners who advocate making the world a better place. McKinley scholars take risks and think critically in a rigorous and student-centered 21st-century learning environment. McKinley scholars are global citizens who are active participants in their learning and celebrate their diversity.

PACS has 4 classrooms and several specialists on campus:

Garden coordinator
Guidance specialist
Library Coordinator
Music/Band teachers
Reading specialist
Resource specialist and assistants
School psychologist
Spanish-language teacher
Speech and language specialist
PE specialist

PACS offers an accelerated magnet program, starting in 7th grade and continuing through 8th grade, attracting students to our school from across Petaluma and the surrounding areas who are interested in a rigorous and accelerated academic program with an instructional focus on Science, Technology, Engineering, Arts, and Mathematics. PACS is a one-to-one iPad school, where all students have access to a personal iPad device. PACS teachers use iPads as a tool for enhancing the learning opportunities of our students and to assist in developing a mastery of 21st-century skills and the newly adopted Common Core State Standards.

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

Grade Level	Number of Students
Grade 7	54
Grade 8	60
Total Enrollment	114

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

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.9
Asian	5.3
Hispanic or Latino	17.5
White	70.2
Two or More Races	4.4
Socioeconomically Disadvantaged	24.6
Students with Disabilities	3.5
Homeless	

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	7	7	7	274
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync	Yes	0
Mathematics	College Preparatory Math (CPM)	Yes	0
Science	Amplify Science	Yes	0
History-Social Science	TCI History Alive!	Yes	0
Foreign Language	Spanish	Yes	0

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

School Facility Conditions and Planned Improvements

PACS at McKinley recently updated our front entrance with the addition of a new traffic circle in order to accommodate the expanding number of students at our school. We also upgraded our Kindergarten playground with a new turf field and play structure. We are currently working on upgrading our Multipurpose room to transform it into a better space for performing and visual arts program. Description of any needed maintenance to ensure good repair.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	95	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	97	N/A	44	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	81	N/A	40	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)

Petaluma Accelerated Charter strongly encourages parents to take an active role in their child’s education. Teachers encourage parent participation in the classroom and at school events. PTA also supports our school with PTA-sponsored, after-school events.

In order to foster parent and community involvement, PACS has partnered with local service organizations and the high schools to bring a rich after-school tutoring program to our campus. Furthermore, McKinley hosts many parent and community events such as:

- Teacher Meet and Greet before the school year starts
- Back to School Night and community barbecue
- English Language Advisory Committee (ELAC) meetings
- Parent-Teacher Association (PTA) meetings
- School Site Council meetings
- Coffee and Tea with the Principal meetings
- Student of the Month Award Assemblies
- Winter and Spring Music Concerts
- Book Fair

Enrichment Classes
 Family Literacy and Math Nights
 Art in the garden
 Open House

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	1.0	0.0	8.7	8.5	3.6	3.5
Expulsions	0.0	0.0	0.3	0.2	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	3.57	9.85	NA
Expulsions	0	0.18	NA

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

School Safety Plan (School Year 2020-2021)

Safety is our number one priority at the Petaluma Accelerated Charter School (PACS) at McKinley.

Our teachers ensure that each student is part of our school community through bi-monthly, school-wide Caring Schools assemblies. Teachers follow up with weekly classroom meetings to give students time to discuss that month’s positive character trait and reflect on our three universal expectations, (1) Be Safe, (2) Be Respectful, and (3) Be Responsible. The staff at PACS believes that having students who are engaged in their learning and invested in their school will result in a safe school.

Petaluma Accelerated Charter School (PACS) at McKinley has a clearly defined Emergency Response Plan. We have a school nurse on staff to assist with health and safety issues and staff members are trained in First Aid and CPR. Staff and students practice simulated emergency response drills. McKinley holds monthly emergency drills (fire, earthquake, and lockdown) to ensure that we are prepared in case of an actual emergency.

Petaluma Accelerated Charter School (PACS) at McKinley complies with the California Education Code and all District discipline policies to maintain a bully-free and safe campus. McKinley has a school-wide dress code to ensure that clothing and footwear support student safety and academic success.

Visitors to Petaluma Accelerated Charter School (PACS) at McKinley. must sign in and get a guest pass in the school office. The Petaluma Police Department is responsive to calls and provides consultation in the areas of safety and violence prevention. Our custodial staff does an excellent job of maintaining a clean and safe facility. McKinley students and staff take pride in keeping our school clean.

The Comprehensive School Safety Plan for PACS is reviewed annually and amended as needed with the approval of the School Site Council.

For more information, please contact the principal of Petaluma Accelerated Charter School (PACS) at McKinley., Ani Larson at alarson@petk12.org

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	26		7		28		8		29		8	
Mathematics	26		7		28		8		29		8	
Science	26		8		28		8		29		8	
Social Science	26		8		28		8		29		8	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	\$5,954.22	\$940.60	\$5,013.62	\$67,085
District	N/A	N/A	\$5,615	\$73,153
Percent Difference - School Site and District	N/A	N/A	-11.3	-8.7
State	N/A	N/A	\$7,750	\$83,059
Percent Difference - School Site and State	N/A	N/A	-42.9	-21.3

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

Types of Services Funded (Fiscal Year 2019-2020)

After-school Study Hall
 After-school enrichment
 Summer School
 Spanish-language program
 Art Docent program
 Garden NGSS program
 Teacher Professional Development
 Learning Center model to support all students who have specific gaps in their learning
 RSP teacher
 Speech and Language teacher
 School psychologist
 Reading Specialist
 Bilingual Resource Teacher
 School Counselor
 Pull-out and push-in reading and math support

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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

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

Professional Development (Most Recent Three Years)

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

Four (4) professional development days were built into the work year calendar. District staff was surveyed to collect teacher professional development interests/needs. The area of highest interest/need was 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, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry, and project-based learning, effective influences on student learning, classroom management, accessing/discerning reliable information, and environmental literacy. Teachers also attended workshops, training, and conferences provided by the Sonoma County Office of Education, 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 met and planned the five (5) professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district-wide for teachers to participate in collaboration, professional development, and staff meetings.