

Shearer Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page 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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Shearer Elementary School
Street	1590 Elm Street
City, State, Zip	Napa, CA 94559
Phone Number	(707) 253-3508
Principal	Bryan Gardner
Email Address	bgardner@nvusd.org
Website	https://shearer.nvusd.org
County-District-School (CDS) Code	28662666026934

Entity	Contact Information
District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
Website	www.nvusd.org

School Description and Mission Statement (School Year 2019-20)

This section provides information about the school, its programs, and its goals.

Shearer Elementary School is a Transitional-Kindergarten through fifth-grade public school located in the downtown area of Napa. A Schoolwide Title I elementary whose attendance area runs along the banks of the scenic Napa River, Shearer Elementary School serves 460 students in its eighteen general education classes. Shearer also has two state-funded preschool programs and a Napa County funded afterschool program Cool School servicing over 100 students and AmeriCorps volunteers mentoring over 70 students a year. Shearer's staff of over 50 adults includes classified employees, 32 certificated staff members including a resource specialist, an intervention teacher, Academic Specialist, school counselor, speech therapist, nurse, psychologist, and instrumental music teachers.

Vision/Mission

Shearer Elementary School is a place of learning and building relationships. Embracing diversity, we are a team working toward a common goal with the belief that every child will learn and achieve. Together we inspire strong connections through rigorous learning and safe communication to support students, parents, and staff as life long learners. We will expand, develop and implement leadership skills as a Shearer community to prepare self-motivated lifelong learners who achieve success as students and members of the larger community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	96
Grade 1	70
Grade 2	91
Grade 3	68
Grade 4	80
Grade 5	75
Total Enrollment	480

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Hispanic or Latino	91.7
White	8.1
Socioeconomically Disadvantaged	89.6
English Learners	61.3
Students with Disabilities	15.6
Foster Youth	0.4
Homeless	2.9

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	20	19	749
Without Full Credential	0	0	0	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good ELA: Benchmark Education Company, Benchmark Advance (K-5) - 2015 ELD: Benchmark Education Company, Benchmark Advance (K-5) - 2015 A: All students	Yes	0%
Mathematics	Q: Good C: The Math Learning Center – Bridges in Mathematics (K-5) - 2015 A: All students	Yes	0%
Science	Q: Good C: Harcourt School Publishers: Harcourt Science (K-6) - 2008 A: All students	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2006 A: All students	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

In the summer of 2001, Shearer School went through an extensive modernization project; the entire school was painted – both inside and outside, the school was wired to provide full connectivity to the Internet, and accommodations were made to provide handicap accessibility to the school facilities. Two new playgrounds were constructed in the Spring of 2001. A third playground structure was constructed in May 2003.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: 01/23/17

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	Repair needed and action taken or planned to correct interior concerns.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Repair needed and action taken or planned to correct electrical concerns.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Repairs have been addressed and corrected.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	24	32	47	48	50	50
Mathematics (grades 3-8 and 11)	18	22	34	35	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	222	98.67	1.33	32.43
Male	110	107	97.27	2.73	25.23
Female	115	115	100.00	0.00	39.13
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	211	208	98.58	1.42	31.25
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	50.00
Two or More Races					
Socioeconomically Disadvantaged	209	207	99.04	0.96	32.85
English Learners	180	178	98.89	1.11	30.90
Students with Disabilities	31	31	100.00	0.00	16.13
Students Receiving Migrant Education Services	24	24	100.00	0.00	37.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	224	99.56	0.44	22.32
Male	110	109	99.09	0.91	22.94
Female	115	115	100.00	0.00	21.74
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	211	210	99.53	0.47	22.86
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	14.29
Two or More Races					
Socioeconomically Disadvantaged	209	208	99.52	0.48	22.60
English Learners	180	180	100.00	0.00	21.11
Students with Disabilities	31	31	100.00	0.00	22.58
Students Receiving Migrant Education Services	24	24	100.00	0.00	37.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	21.3	18.7	5.3

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 2019-20)

Parents are informed about programs and their roles through participation in the Shearer School Site Council (SSSC), Parent University, English Learners Advisory Committee (ELAC), Parent Teacher Organization (PTO) or assisting in the library, classroom, garden or on field trips. Opportunities for volunteering are available year-round. Parents also can take classes and earn credits through our Parent University. Classes include Parent/Teacher Conferences, How to Live a Healthy Lifestyle, English as a Second Language, Educational Advocacy, Becoming a School Leader and many more. The more classes parents take the more units they earn. PTO sponsors several events throughout the year including the Winter Festival, and our Spring Children's Festival. For further information on parent involvement opportunities, please call our office at 707-253-3508.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	0.2	0.4	3.6	3.1	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A school-wide focus on safety, health and well being has resulted in a campus that is virtually free of violence. We have a comprehensive safety plan which was updated on October 24, 2019. We have monthly fire drills which include earthquake, lockdown, and teacher illness drills throughout. Occasional graffiti is immediately removed. Grounds are kept litter-free and supervised by a full-time custodian. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Shearer's Comprehensive School Safety Plan (CSSP), addresses all components of SB187 including Student Discipline, Sexual Harassment, and Crisis Response Plan. The CSSP is reviewed annually by the Site Safety Committee that includes staff, parents, and representatives of law enforcement. Emergency equipment has been supplied for each classroom. Evacuation drills are held monthly. During the first weeks of school, teachers and the administration explain policies about student safety, dress code, playground rules, classroom behavior, bullying, and harassment. Best Behavior and Second Step are also programs taught throughout the year and used for conflict resolution of discipline problems. Discipline follows the NVUSD "Standards for Student Behavior".

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	23	1	4		23	1	3		24		4	
1	20	2	1		22	1	3		23		3	
2	23		3		24		3		23		4	
3	24		4		23		3		23		3	
4	29		3		29		3		32		2	
5	31		3		31		3		30		3	
Other**	21		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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	480.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	5.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,899	\$528	\$6,371	\$81,320
District	N/A	N/A	\$6,632	\$78,177

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-4.0	4.2
State	N/A	N/A	\$11,101	\$82,465
Percent Difference - School Site and State	N/A	N/A	-11.2	2.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Title 1, Supplemental, ELD and Migrant Education, Special Education (Resource (RSP), Speech and Language), ALPS program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,601	\$51,374
Mid-Range Teacher Salary	\$75,145	\$80,151
Highest Teacher Salary	\$97,792	\$100,143
Average Principal Salary (Elementary)	\$127,381	\$126,896
Average Principal Salary (Middle)	\$134,954	\$133,668
Average Principal Salary (High)	\$142,305	\$143,746
Superintendent Salary	\$258,343	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

Early release Wednesdays are utilized to provide professional development to our staff based on school wide goals (visible learning, close reading, writing, and refining our Data Cycles). During the 2017-18 school year we had school wide professional development in the area of writing provided by district ELD coach, GLAD training, and Restorative Justice training. In 18-19 we have had trainings in Bridges Math, GLAD, ELA Benchmark, and Restorative Justice Practices.