

# McNear 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	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	<a href="http://www.mcnearelementary.org">www.mcnearelementary.org</a>
County-District-School (CDS) Code	6051973

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

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

The McNear mission is to guide children in becoming productive, literate, compassionate and socially responsible members of their community in the 21st century. To achieve this mission, McNear provides a safe environment where students are engaged in meaningful learning which asks them to communicate, collaborate, think critically, problem solve, and create. McNear will foster a learning community where students, teachers, and parents communicate, collaborate, take risks, feel valued, and express joy. We value strong academics in language arts and math while also emphasizing environmental education, history and social studies, visual and performing arts, and PE.

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

Grade Level	Number of Students
Kindergarten	75
Grade 1	48
Grade 2	29
Grade 3	58
Grade 4	58
Grade 5	53
Grade 6	51
<b>Total Enrollment</b>	<b>372</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	1.6
Hispanic or Latino	26.9
White	66.9
Two or More Races	1.9
Socioeconomically Disadvantaged	25
English Learners	14.5
Students with Disabilities	12.4
Foster Youth	0.3
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	19	274
Without Full Credential	0	1	1	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### 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: December 2019

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 6:McGraw-Hill: Study Sync both adopted 2018	Yes	0
Mathematics	Everyday Math (EDM)	Yes	0
Science	FOSS	Yes	0
History-Social Science	Pearson Scott Foresman, TCI	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Overall, the school is in good repair.

### 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:** July 2019

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

## 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)	57	52	56	56	50	50
Mathematics (grades 3-8 and 11)	54	51	50	52	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	223	222	99.55	0.45	51.80
Male	127	127	100.00	0.00	48.03
Female	96	95	98.96	1.04	56.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	65	65	100.00	0.00	29.23
Native Hawaiian or Pacific Islander					
White	147	146	99.32	0.68	62.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	69	69	100.00	0.00	36.23
English Learners	42	42	100.00	0.00	26.19
Students with Disabilities	35	35	100.00	0.00	11.43
Students Receiving Migrant Education Services	--	--	--	--	--
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	223	222	99.55	0.45	50.90
Male	127	127	100.00	0.00	55.91
Female	96	95	98.96	1.04	44.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	65	65	100.00	0.00	23.08
Native Hawaiian or Pacific Islander					
White	147	146	99.32	0.68	63.01
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	69	69	100.00	0.00	31.88
English Learners	42	42	100.00	0.00	23.81
Students with Disabilities	35	35	100.00	0.00	8.57
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	20.8	24.5	30.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## 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)

At McNear School, we are fortunate to have strong community support through the Parent Teacher Association (PTA), 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.

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. Formally, our PTA, School Site Council, and the ELAC all 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 can stay connected through Wednesday folders of printed information, emails, phone calls and texts via Blackboard and the PTA SMORE 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](http://mcnearelementary.org) under the "Parents" tab.

### 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	2.4	2.2	1.0	4.1	3.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2019-20)

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 2/14/19. The plan was recently reviewed again in December 2019 PTA 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	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	26		2		21	1	2		25		3	
1	20	1	2		25		1		24		2	
2	22		2		25		2		21		1	
3	24		3		24		3		22		3	
4	26		2		23		2		29		2	
5	32		2		25		2		22		2	
6	21	1	2		29		2		20	1	2	
Other**					8	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*	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)	0

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	1.0

\*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.

### 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	\$6,890.69	\$1,286.19	\$5,604.50	\$70,221
District	N/A	N/A	\$1,053.38	\$71,087
Percent Difference - School Site and District	N/A	N/A	136.7	-1.2
State	N/A	N/A	\$7,506.64	\$80,680
Percent Difference - School Site and State	N/A	N/A	-29.0	-13.9

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)

In addition 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. 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. We also have a garden coordinator and a student advisor.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,289	\$49,084
Mid-Range Teacher Salary	\$58,449	\$76,091
Highest Teacher Salary	\$83,968	\$95,728
Average Principal Salary (Elementary)	\$106,400	\$118,990
Average Principal Salary (Middle)	\$103,789	\$125,674
Average Principal Salary (High)	\$111,062	\$137,589
Superintendent Salary	\$197,667	\$230,096

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	34.1%	34.62%
Percent of Budget for Administrative Salaries	5.6%	5.61%

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	5	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, language arts implementation of our new adoption, Guided Language Acquisition Design (GLAD), site-level collaboration, technology support, robotics and programming, inquiry and project-based learning, effective influences on student learning, classroom management, visual thinking strategies, Gifted and Talented Education and environmental literacy. Teachers also attended workshops, trainings, 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 four (4) professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaboration. Staff are attending responsive classroom 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. Substitute teachers are brought in on an as needed basis.