

McNear Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2025-26 School Contact Information

School Name	McNear Elementary School
Street	605 Sunnyslope Ave.
City, State, Zip	Petaluma, CA 94952
Phone Number	(707) 778-4752
Principal	Melissa Becker
Email Address	mbecker@petk12.org
School Website	https://www.petalumacityschools.org/mcnear
Grade Span	K-6
County-District-School (CDS) Code	49708546051973

2025-26 District Contact Information

District Name	Petaluma City Elementary School District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

McNear Elementary is a TK-6th grade school in the town of Petaluma with roughly 400 students. We have a full time RSP teacher and 40% reading specialist to support diverse student needs. We also have a 50% BRT who is a strong force in supporting students towards reclassification. 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, with our watershed, garden and bird habitat. McNear exudes inclusion and is a supportive community where students, teachers and families mindfully communicate, collaborate, take risks and express joy.

There are many ways for children to grow, learn, participate and celebrate in an authentic way, either hands-on in classrooms or in our beautiful outdoor space. We host a myriad of interactive activities and inclusive clubs including a school ice cream social, movie night, bingo night, family reading night, cardboard challenge, creek restoration, kindness campaigns, disco Fridays school and classroom plays as well as robotics teams. Students are immersed in authentic learning on a daily basis. 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. We have a 4th-6th grade Student Leadership Team who help guide the schools activities including creating outdoor expectations, spirit days, guest speakers, Disco Fridays, Recess Renaissance, and student driven inclusive clubs that value student interest and need. Our district offers VAPA for grades TK-6th for two twelve week sessions in the spring. McNear focuses on ways to connect, teach, create community, innovate, evaluate and understand student strengths and student needs. We continue to focus on the social/emotional well-being of all students. Last year we won the highest honor from the state of California and we became a Green Ribbon School. The recognition is for reducing environmental impact, improving health/wellness and teaching effective environmental/sustainable education. We recently were also honored as a Blue Zones School.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	34
Kindergarten	32
Grade 1	55
Grade 2	38
Grade 3	46
Grade 4	39
Grade 5	51
Grade 6	61
Total Enrollment	343

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	0.9
Hispanic or Latino	20.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.4
White	69.1
English Learners	7.9
Homeless	0.6
Socioeconomically Disadvantaged	28.6
Students with Disabilities	16.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.2	93.85	119.9	87.63	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	1.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.6	7.03	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.73	11953.1	4.28
Unknown/Incomplete/NA	1	6.15	4.2	3.13	15831.9	5.67
Total Teaching Positions	16.2	100	136.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.5	87.88	103.8	78.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.06	19.6	14.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	1.51	11746.9	4.23
Unknown/Incomplete/NA	1	6.06	5.9	4.52	14303.8	5.15
Total Teaching Positions	16.5	100	132.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.5	90.63	100.9	75.42	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	1.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	3.13	17.7	13.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	2.99	12112.8	4.34
Unknown/Incomplete/NA	1	6.25	9	6.79	13705.8	4.91
Total Teaching Positions	16	100	133.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		Nov 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill: Wonders 6th Grade: McGraw-Hill: Study Sync	0
Mathematics	TK-5: Everyday Math (EDM) 6th Grade: CPM	0
Science	TK-6: Twig Science	0
History-Social Science	TK-5: Saavas, 6th Grade: TCI	0
Health	Connected Health: Puberty, 5th Grade	0

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

School Facility Conditions and Planned Improvements

Overall, this school is in excellent condition.				
Year and month of the most recent FIT report			Dec 2025	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

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 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). The CAASPP System encompasses the following assessments and student participation requirements: 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). College and Career Ready 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	54	53	47	47	47	48
Mathematics (grades 3-8 and 11)	51	52	42	43	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	194	98.48	1.52	53.09
Female	96	95	98.96	1.04	54.74
Male	101	99	98.02	1.98	51.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	47	45	95.74	4.26	28.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	66.67

White	127	127	100.00	0.00	59.84
English Learners	17	14	82.35	17.65	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	67	95.71	4.29	31.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	17.50

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	195	98.98	1.02	51.79
Female	96	94	97.92	2.08	56.38
Male	101	101	100.00	0.00	47.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	23.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	127	125	98.43	1.57	63.20
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	70	70	100.00	0.00	32.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	15.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	37.74	43.14	36.67	33.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100.00	0.00	43.14
Female	32	32	100.00	0.00	43.75
Male	19	19	100.00	0.00	42.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	17.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.2	100	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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 Move-a-Thon, and school festivals such as Dia De Nino, provide additional funds for school field trips, teacher classroom supplies 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, Marimba, homework club and after school child care provided by the Boys and Girls Club. 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, bird habitat 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. High school students who are McNear alum return to do their community service hours at McNear.

Our PTA, School Site Council, and the ELAC all actively seek the involvement of parents and other community members. We have about 20 community members serving as mentors to over 20 students who benefit from additional adult support. Our newsletters, morning coffees, monthly, PTA meetings, and Youth Truth Survey seek parent input and creative ideas. For timely communication, families stay connected through materials, pick up of printed information, emails, teacher newsletters, phone calls, Parent Square and reading the monthly McNear Falcon Flyer Newsletters posted by the principal. McNear's sense of community is well developed. Parents find information on how to become involved in PTA and our school click on the "Get Involved" tab at mcnearelementary.org under the "Parents" tab or email our PTA president, Robin Semmelhack, at mcnearpta@gmail.com.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	364	362	43	11.9
Female	175	175	26	14.9
Male	189	187	17	9.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	78	16	20.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	4	15.4
White	245	244	23	9.4
English Learners	33	32	7	21.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	120	119	21	17.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	75	15	20.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.23	1.68	0.82	2.45	2.66	2.23	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82	0.00
Female	0.00	0.00
Male	1.59	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.22	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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 in November 2025. The plan was reviewed at multiple staff, ELAC and Site Council Meetings. It is continuously undergoing revision 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 staff training, administrator training, monthly drills, and evaluations of equipment and procedures. The school principal currently serves on the district safety committee. In 2023, Petaluma City Schools hired North Bay Security to support us in implementing consistent and up to date safety protocols. 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 the 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. Our plan also includes a Climate and Culture Plan that is also reviewed by all above mentioned groups and our PBIS Team.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	3	0
1	20	1	0	0
2	22	0	1	0
3	34	0	1	1
4	37	0	1	1
5	23	0	2	0
6	29	0	1	0
Other	17	1	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	21	1	1	0
2	24	0	1	0
3	24	0	1	0
4	29	0	1	0
5	29	0	1	0
6	23	0	2	0
Other	22	1	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1	1	
1	27		2	
2	20	2		
3	23		2	
4	24		1	
5	32		1	
6	27		2	
Other	17	1	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.55
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10152.33	3264.88	6887.46	92,918
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-10.8	7.4
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-47.2	

Fiscal Year 2024-25 Types of Services Funded

In addition to the general education teachers, the McNear staff also includes a full time resource specialist with a resource aide, a special day class teacher with a special day class full time aide, a speech and language specialist, a full time student advisor, a 40% reading specialist, a half time bilingual resource teacher, a kindergarten aide, and a guidance counselor. A full time instructional assistant supports our TK students. Stipends are provided for the following extra duty assignments: Admin Designee, SST Coordinator, CAASPP Coordinator, and GATE Coordinator. We also have a garden coordinator and Environmental Literacy Teacher that are funded by our PTA.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	46	
Percent of Budget for Administrative Salaries	6	

Professional Development

The five days of Elementary Professional Development in the 2025-26 school year focus:

TK: aligning instruction with the new California TK Learning Foundations

1-3: Literacy common assessments

4-6: CA Reading and Literature Project: Reading Comprehension

We continue to refine our restorative practices and supporting all students socio emotional growth. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5