

# **Penngrove Elementary Charter 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Penngrove Elementary Charter School
<b>Street</b>	365 Adobe Road
<b>City, State, Zip</b>	Penngrove, CA 94951
<b>Phone Number</b>	707-778-4755
<b>Principal</b>	Amy M. Fadeji
<b>Email Address</b>	afadeji@petk12.org
<b>Website</b>	<a href="http://www.penngroveelementary.org">www.penngroveelementary.org</a>
<b>County-District-School (CDS) Code</b>	49 70854 6051981

Entity	Contact Information
<b>District Name</b>	Petaluma City Schools
<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)

Penngrove School is one of seven elementary schools in the Petaluma City Elementary School District. It is the oldest of the elementary campuses, having been founded in 1926, and is located on a hill overlooking the rural community of Penngrove. Penngrove School started as an independent school district, but unified with Petaluma Elementary District in the 1950s. The school colors are blue and yellow and the mascot is a panther, named Penny McPanther.

Penngrove Elementary School serves students in transitional kindergarten through sixth grade. Our staff includes 21 full and part-time teachers, as well as 17 members of our support staff. Our school provides a comprehensive program for all students, which includes language arts, math, science, social studies, physical education, STEM (science, technology, engineering, mathematics), GEE (garden and environmental education) music and art. A variety of support services are provided to ensure all students meet grade level standards. Support services include two part time speech and language specialists, two full time resource specialists, a half time reading specialist, a part time guidance counselor, and six instructional assistants. Students receive support services based on identified needs.

Penngrove Elementary School has a large multipurpose room, 18 classrooms, a spacious playground with grassy fields for games, a sports track, and a separate TK/kindergarten playground. The classic original building has been modernized and made earthquake compliant. This building houses the office, library, technology center, learning center, Mentor Me office, guidance office, an After-School program space currently run by the YMCA, and some smaller learning spaces. The campus is clean and beautifully planted with flowers and shrubs. Student artwork and inspirational messaging can be found all across campus in a variety of spaces.

The mission of Penngrove School is to develop a community of learners who are dynamic communicators, creators, critical thinkers, and collaborators as determined by the 21st Century Framework. We commit to a collaborative effort among staff, parents, and the community to motivate our students to reach high academic standards and to become exemplary citizens of our ever-changing world.

The vision of Penngrove School is to become a community of learners where students, staff, parents, and the community are intentionally working together as teams with the purpose of promoting strong academic success while valuing the unique nature of each individual. In order to prepare our students for their future, we will infuse technology throughout our classrooms as a tool for teaching and learning. We are dedicated to excellence and committed to nurturing our students to develop social, emotional, and physical growth in a safe and supportive environment.

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	61
Grade 2	65
Grade 3	48
Grade 4	55
Grade 5	45
Grade 6	52
Total Enrollment	400

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

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	1.8
Filipino	0.3
Hispanic or Latino	20
White	69
Two or More Races	8.3
Socioeconomically Disadvantaged	28.5
English Learners	5.3
Students with Disabilities	12.8
Foster Youth	1.5
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	22	24	274
Without Full Credential	0	0	0	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	McGraw-Hill Education - Wonders (Grades TK - 5), Study Sync (Grade 6) 2018	Yes	0
Mathematics	McGraw-Hill Education - Everyday Math (Grades TK - 5), CPM (Grade 6) 2017	Yes	0
Science	FOSS & Mystery Science 2018	Yes	0
History-Social Science	Pearson Scott-Foresman 2004	Yes	0

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

An outdoor learning area was added during the 2016-2017 school year. This area of the school hosts the Garden and Environmental Education (GEE) program. Site and PTA Funds were used for this as well as a \$5,000 grant from the Petaluma Educational Foundation.

The Penngrove School basement (circa 1926) was emptied prior to the 2017-2018 school year and is being updated and remodeled during the 2019-2020 school year.

## 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	56	58	56	56	50	50
<b>Mathematics (grades 3-8 and 11)</b>	54	59	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	202	198	98.02	1.98	57.58
Male	106	102	96.23	3.77	52.94
Female	96	96	100.00	0.00	62.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	36	36	100.00	0.00	38.89
Native Hawaiian or Pacific Islander					
White	145	142	97.93	2.07	61.97
Two or More Races	16	16	100.00	0.00	56.25
Socioeconomically Disadvantaged	60	58	96.67	3.33	43.10
English Learners	12	12	100.00	0.00	41.67
Students with Disabilities	47	44	93.62	6.38	27.27
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	202	199	98.51	1.49	58.79
Male	106	103	97.17	2.83	59.22
Female	96	96	100.00	0.00	58.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	36	36	100.00	0.00	33.33
Native Hawaiian or Pacific Islander					
White	145	143	98.62	1.38	65.73
Two or More Races	16	16	100.00	0.00	56.25
Socioeconomically Disadvantaged	60	59	98.33	1.67	38.98
English Learners	12	12	100.00	0.00	41.67
Students with Disabilities	47	44	93.62	6.38	31.82
Students Receiving Migrant Education Services	--	--	--	--	--
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	19.6	6.5	4.3

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)

Parents are an integral part of the Penngrove School program. We encourage parents to support the learning taking place in the classroom by volunteering regularly and actively engaging in meaningful parent/student conversations about learning. Additionally, we encourage parents to attend field trips, family fun nights, community events, and to participate in Parent Teacher Association (PTA), the School Site Council (SSC) or the Bilingual Advisory program.

For more information on how to become involved, contact Amy Fadeji, Principal, at (707) 778-4755 or [afadeji@petk12.org](mailto:afadeji@petk12.org)

### 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	3.4	4.4	2.9	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)

Safety is our number one priority at Penngrove School.

The School Safety Plan includes a school crime assessment, information about child abuse reporting, disaster procedures, information about our school-wide behavior program, procedures to notify teachers of dangerous pupils, sexual harassment policy, and information about supervision of students. The School Safety Plan is reviewed, updated, and discussed with school faculty annually.

Our teachers ensure that each student is part of our school community through classroom meetings, discussions where students are given time to discuss each month's positive character trait and to reflect on our three universal expectations, (1) Be Safe, (2) Be Respectful, and (3) Be Responsible. The staff at Penngrove believes that having students who are engaged in their learning and invested in their school will result in a safe school.

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

Penngrove complies with California Education Code and all District discipline policies to maintain a bully-free and safe campus.

Visitors to Penngrove must sign in and get a guest badge in the school office. The Sonoma County Sheriff 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. Penngrove students and staff take pride in keeping our school clean.

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

## 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		3		21	1	2		25		3	
1	25		2		22		3		26		2	
2	20	3			24		2		25		3	
3	27		2		26		2		24		2	
4	28		2		27		2		28		2	
5	26		2		29		2		23		2	
6	27		2		25		2		26		2	
Other**												

\*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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	2.4

\*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	\$7,387.57	\$1,939.73	\$5,447.84	\$65,510
District	N/A	N/A	\$1,053.38	\$71,087
Percent Difference - School Site and District	N/A	N/A	135.2	-8.2
State	N/A	N/A	\$7,506.64	\$80,680
Percent Difference - School Site and State	N/A	N/A	-31.8	-20.8

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)

- Before-school intervention
- After-school intervention
- After-school enrichment
- Summer School
- Art Docent program
- Art Enrichment Specialist
- PE Enrichment Specialist
- STEM Teacher
- Garden and Environmental Education program
- Teacher Professional Development
- Learning Center model to support all students who have specific gaps in their learning
- RSP teachers
- Speech and Language teacher
- School psychologist
- Reading Specialist
- School Counselor
- Instructional Assistants
- Pull-out and push-in reading and math support

### 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
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

District staff were surveyed to collect teacher professional development interest/need. Some of District provided workshop sessions offered included ELA implementation, 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, information about the two possible new Science adoptions. Additionally there has been one site-specific Professional Development Day each school year at Penngrove Elementary Charter during the last three years. Subjects included: Social/Emotional Development, Trauma Informed Care, Emergency Plans and Procedures, and ELA. Teachers also attended workshops, trainings, and conferences provided by the Sonoma County Office of Education, among other outside providers. To support ELA implementation, grade levels meet at the District level several times throughout the year to share best practices. Several new District and Site committees have been formed and meet regularly to plan for continued teacher support. The K-12 Curriculum/Staff Development committee met and planned the 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. Several teachers requested to attend an out of state conference and it was approved by the Board. Nine (9) educators attended a Scholastic Reading Summit together in the summer to help promote a love of reading across the campus. Reading events have been scheduled throughout the year and are being carried out by students, staff, and families.