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Penngrove Elementary Charter School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 23 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, 19 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 2019-2020)

Grade Level	Number of Students
Kindergarten	93
Grade 1	70
Grade 2	66
Grade 3	66
Grade 4	54
Grade 5	52
Grade 6	41
Total Enrollment	442

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

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	1.8
Filipino	0.2
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0.2
White	67.4
Two or More Races	10.4
Socioeconomically Disadvantaged	27.4
English Learners	3.8
Students with Disabilities	13.1
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	24	24	129
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

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	TWIG (K-5), TCI (6th)	Yes	0
History-Social Science	Pearson Scott-Foresman 2004 (TK-5), TCI (6th)	Yes	0

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

School Facility Conditions and Planned Improvements

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

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	58	N/A	56	N/A	50	N/A
Mathematics (grades 3-8 and 11)	59	N/A	52	N/A	39	N/A

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

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

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

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

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

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	44	N/A	30	N/A

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

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

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.4	4.4	4.1	3.4	3.6	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.83	6.4	NA
Expulsions	0	0	NA

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

School Safety Plan (School Year 2020-2021)

Safety is our number one priority at 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. A volunteer orientation is held annually. 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	2		25		3		23		4	
1	22		3		26		2		23		3	
2	24		2		25		3		41		1	1
3	26		2		24		2		26		2	
4	27		2		28		2		27		2	
5	29		2		23		2		26		2	
6	25		2		26		2		21	1	1	
Other**									26		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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,143.93	$1,818.65	$5,325.27	$68,448
District	N/A	N/A	$5,615	$73,153
Percent Difference - School Site and District	N/A	N/A	-5.3	-6.6
State	N/A	N/A	$7,750	$83,059
Percent Difference - School Site and State	N/A	N/A	-37.1	-19.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

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

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

Professional Development (Most Recent Three Years)

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

This year, the Distance Learning Committee has been guiding professional development and has established once a month district-wide collaborative meetings.