

# Annie PennycookElementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Annie PennycookElementary School
<b>Street</b>	3620 Fernwood St.
<b>City, State, Zip</b>	Vallejo, CA 94591-6648
<b>Phone Number</b>	707.556.8590
<b>Principal</b>	Danesha Randolph
<b>Email Address</b>	drandolph@vcusd.org
<b>School Website</b>	www.vcusd.org
<b>County-District-School (CDS) Code</b>	48 70581 6051379

## 2023-24 District Contact Information

<b>District Name</b>	Vallejo City Unified School District
<b>Phone Number</b>	(707) 556-8921
<b>Superintendent</b>	William Spalding
<b>Email Address</b>	wspalding@vcusd.org
<b>District Website</b>	www.vcusd.org

## 2023-24 School Description and Mission Statement

"Pennycook Scholars are learners today and leaders tomorrow."

Pennycook Elementary School is a unique Full Service Community School and Leader in Me School, located in Vallejo. We provide enriching learning experiences for more than 400 students in preschool/transitional kindergarten through sixth grade. We are privileged to have a county-wide Deaf and Hard of Hearing (DHH) program at our school that serves more than thirty students preschool through sixth grade. Many of those students are fully integrated into our regular education classrooms. Additionally, we are a Full Service Community School and house Pennycook's School-Based Health Center which provides an array of critical services, including primary medical care, mental health services, health education, nutrition services, and dental care to students in Vallejo's public schools.

As a targeted Title 1 school we utilize categorical funds to support identified students who are most at risk. The funds assist us in providing extended learning time for targeted students and additional support during the school day. We also use LCAP funding to support our LCAP goals of:

- Increase parent and community engagement.
- Create safe, supportive and engaging learning environment for all.
- Increase number of students graduating with A-G req met.

### SCHOOL MISSION

We Dream, Plan and Achieve by setting academic and personal goals which result in highly effective people. Our Vision is to have Pennycook Scholars as Learners today working toward becoming Leaders of Tomorrow. We Value the 7 Habits leading to an increase in student self-confidence, teamwork, initiative, responsibility, creativity, leadership, communication and diversity awareness. Our Goal is to increase academic performance, teacher engagement and parent involvement, decrease disciplinary issues and improve school culture and attendance.

### Major Achievements – Most Recent Year

Pennycook offers the following enrichment activities for students including a Before and After School Support Program provided by LCAP funds. Programs have included:

- Coding
- Engineering Day Challenges
- Activities including cooking, painting, art, knitting, chess club, yearbook, youth leadership, and music

## 2023-24 School Description and Mission Statement

- Imagine Learning
- Yearbook
- Leadership
- Intervention Opportunities (Opportunities for students who need extra support are provided on an as needed basis. Students needing extra support may be offered instruction before, during or after school.)

In addition, Our students participate in enriching and fun activities throughout the year that are supported by our staff community and volunteers. These include festivals and community events, field trips, fitness, educational and honor assemblies.

In May 2022, 3rd -5th grade students took the CAASPP (California Assessment of Student Performance and Progress), the new state assessment created by Smarter Balanced, in English Language Arts and Math. The CAASPP was designed to measure whether or not students have met the Common Core State Standards included in grades 3 through 5 at the elementary school level. Preschool, TK, Kinder, First and Second grades were not tested. Based on our scores, the overall percentage of students school wide that Met or Exceeded the English Standards is 29.6% and Nearly Met is 22.1% In Math, the overall percentage of students school wide that Met or Exceeded the Math Standards is 19.5% and Nearly Met is 26.8% . Growth was not seen. From year to year, we are learning new ways to support our students. Pandas are moving forward to focus on learning and supporting our school mission, vision, values and goals.

Working together, Pennycook Scholars are learners today and leaders tomorrow.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	58
Grade 2	63
Grade 3	74
Grade 4	68
Grade 5	56
Grade 6	59
Grade 7	2
Total Enrollment	451

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8%
Male	55.2%
Asian	1.8%
Black or African American	27.7%
Filipino	13.7%
Hispanic or Latino	41%
Native Hawaiian or Pacific Islander	2.9%
Two or More Races	4%
White	7.1%
English Learners	17.5%
Foster Youth	0.7%
Homeless	4.2%
Socioeconomically Disadvantaged	76.1%
Students with Disabilities	14.2%

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.70	54.06	341.50	65.59	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.10	0.80	19.20	3.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	10.02	61.10	11.74	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	16.70	3.21	12115.80	4.41
<b>Unknown</b>	7.00	35.07	82.00	15.75	18854.30	6.86
<b>Total Teaching Positions</b>	19.90	100.00	520.70	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.90	72.26	378.20	71.26	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.20	1.35	22.40	4.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	5.32	64.60	12.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	4.11	29.90	5.64	11953.10	4.28
<b>Unknown</b>	3.50	16.92	35.40	6.69	15831.90	5.67
<b>Total Teaching Positions</b>	20.60	100.00	530.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	1.10
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>1.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.80
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

**Year and month in which the data were collected** October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt California Journeys /2017	Yes	0
<b>Mathematics</b>	Savvas enVision Math: Common Core/2022	Yes	0
<b>Science</b>	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	Yes	0
<b>History-Social Science</b>	Pearson My World /2019 National Geographic Ancient Civilizations /2019	Yes	0

## School Facility Conditions and Planned Improvements

Pennycook School was built and dedicated in 1955. During the 2003-2004 school year, our entire school was totally renovated inside. Everything from new doors, floors, windows, air conditioning/heating, whiteboards, and new bathroom facilities were installed. During the renovation, our school facilities were technologically updated. The renovations were funded through the Measure A school bond.

A work order has been submitted to address the school facility report status "fair."

**Year and month of the most recent FIT report**

August 2023

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

## 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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	30	23	28	27	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	13	18	17	33	34



## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	248	246	99.19	0.81	23.17
<b>Female</b>	110	109	99.09	0.91	27.52
<b>Male</b>	138	137	99.28	0.72	19.71
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	77	77	100.00	0.00	16.88
<b>Filipino</b>	36	36	100.00	0.00	33.33
<b>Hispanic or Latino</b>	97	95	97.94	2.06	23.16
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	0.00
<b>White</b>	13	13	100.00	0.00	38.46
<b>English Learners</b>	47	45	95.74	4.26	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	210	208	99.05	0.95	18.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	43	100.00	0.00	4.65

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	248	248	100.00	0.00	12.90
<b>Female</b>	110	110	100.00	0.00	10.91
<b>Male</b>	138	138	100.00	0.00	14.49
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	77	77	100.00	0.00	11.69
<b>Filipino</b>	36	36	100.00	0.00	30.56
<b>Hispanic or Latino</b>	97	97	100.00	0.00	7.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	0.00
<b>White</b>	13	13	100.00	0.00	15.38
<b>English Learners</b>	47	47	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	210	210	100.00	0.00	10.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	43	100.00	0.00	0.00

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.63	8.77	14.49	13.35	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100.00	0.00	8.77
Female	29	29	100.00	0.00	6.90
Male	28	28	100.00	0.00	10.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	4.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

## 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.

#### 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	88.7%	100%	98.4%	98.4%	98.4%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in the Parent-Teacher Organization, School Site Council, English Learners Advisory Council, and Design/Leadership Team. We also invite parents to volunteer their time by providing assistance in classrooms, in our library, and on the playground. All parent volunteers must be fingerprinted in order to work with our students.

Please contact the school at (707) 556-8590 for information regarding organized opportunities for parental involvement.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	492	466	217	46.6
Female	223	213	95	44.6
Male	269	253	122	48.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	11	9	6	66.7
Black or African American	135	128	59	46.1
Filipino	64	64	23	35.9
Hispanic or Latino	202	192	96	50.0
Native Hawaiian or Pacific Islander	13	13	6	46.2
Two or More Races	23	18	7	38.9
White	36	34	17	50.0
English Learners	91	86	43	50.0
Foster Youth	5	5	1	20.0
Homeless	26	25	14	56.0
Socioeconomically Disadvantaged	405	388	189	48.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	83	44	53.0

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.50	3.66	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.66	0
Female	2.24	0
Male	4.83	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.93	0
Filipino	0	0
Hispanic or Latino	2.48	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	13.04	0
White	2.78	0
English Learners	2.2	0
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	4.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.57	0

## 2023-24 School Safety Plan

The staff and students of Pennycook School are committed to promoting a safe, respectful and responsible school environment that empowers students and staff to show their leadership abilities.

While we encourage parents and families to be involved during the school day, we insist visitors sign in at the main office and get a Visitor's Pass before going to a student's classroom. If students need to leave during the school day, an adult must come to the school office and sign out the student. Our safety policies and procedures are shared with students and parents at the beginning of the year through our parent handbook and class assemblies.

The Pennycook School Comprehensive School Safety Plan was revised in November, 2023. The plan covers: earthquakes, fires, bomb threats, utility failure, explosions, chemical accidents, school visitors, CPR, first aid, communication, board policies, discipline policies, school crime, and child abuse. As a school, we take part in monthly emergency drills to prepare for various emergency situations. Drills are reviewed virtually as well.

## 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.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	17	2	2	
1	18	1	3	
2	21	1	3	
3	26		2	
4	26		3	
5	20	2	2	
6	17	11	12	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	8	7	2	
1	9	6	2	
2	11	4	2	
3	10	6	1	
4	8	5	2	
5	7	7	2	
6	12	24		6
Other	13	1		

## 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
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## 2022-23 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

## 2022-23 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	4581	2059	2522	77496
<b>District</b>	N/A	N/A	10669	\$77,192
<b>Percent Difference - School Site and District</b>	N/A	N/A	-123.5	-5.23
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	-89.3	-13.1

## Fiscal Year 2022-23 Types of Services Funded

Pennycook School receives funding from the State of California through two different programs. Our School Site Council works with the staff in administering our Targeted Title 1 Funds and Local Control Accountability Plan (LCAP) funds. These funds are used to provide teacher leader support and provide before and after school intervention programs for struggling students in reading and math and English Language Learners.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$51,665	\$54,190
<b>Mid-Range Teacher Salary</b>	\$73,323	\$85,111
<b>Highest Teacher Salary</b>	\$93,101	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$109,303	\$132,492
<b>Average Principal Salary (Middle)</b>	\$113,675	\$140,987
<b>Average Principal Salary (High)</b>	\$122,908	\$153,884
<b>Superintendent Salary</b>	\$248,000	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	25.54%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.25%

## Professional Development

Staff professional development consists of: Leader in Me, Common Core Implementation, PBIS (Positive Behavior Intervention Support) training, Best Practices in Math and Language arts including writing, Student Assessments and Student/Teacher Data Reflection. Many staff members also attend summer workshops including Common Core Implementation, STEAM and Common Core Curriculum Writing, Common Core Math Training through UC Davis, Middle /Elementary Algebra Success Program and other Best Practices Workshops with guest speakers. During the year, subs were provided in order to allow teachers to collaborate, score student work and observe each other's best practices in implementing Leader in Me, PBIS and standards based curriculum.

### Evaluation/Improving Teachers – Most Recent Year

2017-2018 18 teachers were evaluated using the CSTP.  
 2018-2019 17 teachers were evaluated using the CSTP.  
 2019-2020 18 teachers were evaluated using the CSTP.  
 2020-2021 11 teachers were evaluated using the CSTP.  
 2021-2022 11 teachers were evaluated using the CSTP.  
 2022-2023 6 teachers were evaluated using the CSTP.  
 2023-2024 15 teachers are being evaluated using the CSTP.

### Substitute Teachers – Most Recent Year

The District provides qualified substitute teachers. Our site had a designated substitute. This substitute reports to our school every day to support, even if there are no teachers out for the day.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	28	30	30