Annie Pennycook 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	Annie Pennycook Elementary School
Street	3620 Fernwood St.
City, State, Zip	Vallejo, CA 94591-6648
Phone Number	707.556.8590
Principal	Jessica Frank
Email Address	jfrank@vcusd.org
School Website	www.vcusd.org
Grade Span	
County-District-School (CDS) Code	48 70581 6051379

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2025-26 School Description and Mission Statement

"Pennycook Scholars are learners today and leaders tomorrow."

Pennycook Elementary School is a Leader in Me School, located in Vallejo. We provide enriching learning experiences for more than 300 students in preschool/transitional kindergarten through fifth grade. We are privileged to have a county-wide Deaf and Hard of Hearing (DHH) program at our school that serves students preschool through fifth grade. Some of those students are integrated into our general education classrooms. Our school is a California Community School, meaning we build stronger connections between students, families, educators, and community partners. We conduct needs and assets assessments, host monthly Advisory Council meetings, and use collaboration to guide all decisions.

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 through the use of community centered education strategies.
- Provide a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes.
- Create a safe, supportive, and engaging learning environment for students and staff.
- Students will be provided with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality among student groups.

SCHOOL MISSION
We 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 8 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

2025-26 School Description and Mission Statement

by LCAP funds. Programs have included:

- Weekly VAPA classes for 1st through 5th grade students
- 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 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, leadership opportunities, student performances, and assemblies.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	39
Grade 2	53
Grade 3	60
Grade 4	60
Grade 5	66
Total Enrollment	364

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	51.3
Asian	1.8
Black or African American	20
Filipino	11.6
Hispanic or Latino	45.8
Native Hawaiian or Pacific Islander	1.8
Two or More Races	7.1
White	5.8
English Learners	22.1
Foster Youth	0.8
Homeless	3.7
Socioeconomically Disadvantaged	78.2
Students with Disabilities	15.5

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)	14.9	72.26	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	0.2	1.35	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	5.32	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	4.11	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	3.5	16.92	35.4	6.69	15831.9	5.67
Total Teaching Positions	20.6	100	530.7	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)	10.2	67.59	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.63	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	7.82	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	2.7	17.96	43.4	8.2	14303.8	5.15
Total Teaching Positions	15	100	529.9	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	1.10	1	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	1.10	1	

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	1	
Local Assignment Options	0.80	0.1	
Total Out-of-Field Teachers	0.80	1.1	

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	31	31
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	18.3	18.3

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

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	November 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	Houghton Mifflin Harcourt California Journeys /2017	0
Mathematics	Amplify Desmos Math 2026	0
Science	K-5th: Twig Science/2020	0
History-Social Science	Pearson My World /2019	0

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

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.

Year and month of the most recent FIT report	September 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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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)	24	23	27	27	47	48
Mathematics (grades 3-8 and 11)	11	14	19	20	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	194	190	97.94	2.06	22.63
Female	98	94	95.92	4.08	26.60
Male	96	96	100.00	0.00	18.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	49	48	97.96	2.04	12.50
Filipino	24	24	100.00	0.00	54.17
Hispanic or Latino	90	88	97.78	2.22	19.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	16.67

White	--	--	--	--	--
English Learners	40	38	95.00	5.00	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	162	98.18	1.82	20.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	3.33

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	194	190	97.94	2.06	14.21
Female	98	94	95.92	4.08	15.96
Male	96	96	100.00	0.00	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	49	48	97.96	2.04	6.25
Filipino	24	24	100.00	0.00	50.00
Hispanic or Latino	90	88	97.78	2.22	7.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	8.33
White	--	--	--	--	--
English Learners	40	38	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	165	162	98.18	1.82	12.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	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 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)	15.25	7.58	13.92	15.11	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	67	66	98.51	1.49	7.58
Female	31	30	96.77	3.23	10.00
Male	36	36	100.00	0.00	5.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	10.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	16	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	60	98.36	1.64	6.67
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.

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	93.9	98.5	98.5	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

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 School Site Council, English Learners Advisory Council, and community member meetings. 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 and cleared by the school district in order to work with our students. Parents are also invited to attend school-wide activities such as: Family Fun Day, Back to School Night, Student Led Parent Conferences, Halloween Parade, Winter Concert, and Leadership Day.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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
3.66%	1.44%		7.67%	6.2%		3.6%	3.28%	

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%		0.05%	0.05%		0.08%	0.07%	

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		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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 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 school assemblies.

The Pennycook School Comprehensive School Safety Plan was revised in October, 2024. 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.

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	14	3	2	0
1	15	2	2	0
2	13	3	2	0
3	15	3	2	0
4	11	5	1	0
5	11	4	0	0
6	20	6	12	0
Other	0	0	0	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	14	3	0	0
1	14	2	2	0
2	28	0	2	0
3	16	1	2	0
4	17	2	2	0
5	12	4	1	0
6	13	6	6	0
Other	0	0	0	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

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	

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)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	$4,658	$1,744	$2,915	$89,128
District	N/A	N/A	$15,820	$85,560
Percent Difference - School Site and District	N/A	N/A	-137.8	5.7
State	N/A	N/A	$14,840	$101,084
Percent Difference - School Site and State	N/A	N/A	-114.8	-6.1

Fiscal Year 2024-25 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 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	$59,813	$62,145
Mid-Range Teacher Salary	$85,679	$97,088
Highest Teacher Salary	$111,308	$120,436
Average Principal Salary (Elementary)	$140,845	$151,343
Average Principal Salary (Middle)	$142,764	$159,514
Average Principal Salary (High)	$157,447	$177,261
Superintendent Salary	$306,368	$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

Professional Development

Staff professional development consists of: Leader in Me, PBIS (Positive Behavior Intervention Support) training, Best Practices in Math and Language arts including writing, UFLI, and reading. Many staff members also attend summer workshops including Core Reading Implementation, and Core Math Training. During the year, subs are provided to allow teachers opportunities to meet with the school's teacher leader for coaching, lesson planning, and data chats. During the school year teachers also have opportunities to observe in other classrooms. The teacher leader also pushes in to classrooms to model lessons and teaching strategies. The school is also visited several times per year by a CORE reading representative for teacher and staff training, coaching, planning, and collaboration.

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.
2024-2025 8 teachers are being evaluated using the CSTP.
2025-2026 10 teachers are being evaluated using the CSTP.
Substitute Teachers – Most Recent Year
The District provides qualified substitute teachers. Our site has 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30		