Penngrove Elementary Charter 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	Penngrove Elementary Charter School
Street	365 Adobe Road
City, State, Zip	Penngrove, CA 94951
Phone Number	707-778-4755
Principal	Michael Mori
Email Address	mmori@petk12.org
School Website	www.penngroveelementary.org
Grade Span	K-6
County-District-School (CDS) Code	49 70854 6051981

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Penngrove Elementary School is one of seven elementary schools in the Petaluma City Elementary School District. Established in 1926, it is the district's oldest campus and sits on a hill overlooking the rural community of Penngrove. Originally an independent district, Penngrove unified with the Petaluma Elementary District in the 1950s. Our school colors are blue and yellow, and our mascot is Penny McPanther.

Penngrove serves students in transitional kindergarten through sixth grade. Our staff includes 28 full- and part-time teachers, 33 support staff, and five itinerant specialists. We offer a comprehensive instructional program that includes language arts, mathematics, science, social studies, physical education, visual and performing arts, environmental and garden education (GEE), and social-emotional learning. To ensure that all students meet grade-level expectations, we provide a wide range of support services, including speech and language therapy, two full-time resource specialists, a part-time reading specialist, a part-time assistant principal, three part-time guidance counselors, one part-time student advisor, and six instructional assistants. Students receive services based on identified needs.

Our campus includes a large multipurpose room, nineteen general education classrooms, a spacious playground with grassy playfields, a running track, a school garden, and a dedicated TK/Kindergarten yard. The original historic building has been modernized and retrofitted for earthquake safety and now houses the main office, two classrooms, the learning center, the guidance office, the after-school program space (run by Champions), and several small-group learning areas. The grounds are well maintained, with thoughtfully planted flowers and shrubs, and student artwork and inspirational messages are displayed throughout campus.

The mission of Penngrove Elementary School is to cultivate a community of learners who are dynamic communicators, creators, critical thinkers, and collaborators, aligned with the 21st-century learning framework. We are committed to a shared effort among staff, families, and the wider community to empower students to achieve high academic standards and become responsible, engaged citizens in an ever-changing world.

Our vision is to nurture a learning community where students, staff, parents, and community members work together intentionally to promote strong academic achievement while honoring each individual's unique strengths. To prepare our students for the future, we integrate technology as a meaningful tool for teaching and learning. We are dedicated to excellence

2025-26 School Description and Mission Statement

and to fostering the social, emotional, and physical growth of all students in a safe, caring, and supportive environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	43
Kindergarten	67
Grade 1	52
Grade 2	83
Grade 3	59
Grade 4	62
Grade 5	53
Grade 6	48
Total Enrollment	467

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
American Indian or Alaska Native	0.2
Asian	2.8
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	1.1
Two or More Races	9.1
White	65.3
English Learners	4.4
Foster Youth	0.4
Socioeconomically Disadvantaged	36
Students with Disabilities	13.1

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)	21.5	100	119.9	87.63	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	1.46	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	9.6	7.03	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1	0.73	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.2	3.13	15831.9	5.67
Total Teaching Positions	21.5	100	136.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	85.84	103.8	78.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	14.16	19.6	14.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2	1.51	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.9	4.52	14303.8	5.15
Total Teaching Positions	21.1	100	132.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	90.7	100.9	75.42	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	1.54	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	9.3	17.7	13.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4	2.99	12112.8	4.34
Unknown/Incomplete/NA	0	0	9	6.79	13705.8	4.91
Total Teaching Positions	21.5	100	133.7	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	2
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3	2

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

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

Class Assignments

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

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

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

Year and month in which the data were collected	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	McGraw-Hill Education - Wonders (Grades TK - 5), Study Sync (Grade 6) 2018	0
Mathematics	McGraw-Hill Education - Everyday Math (Grades TK - 5), CPM (Grade 6) 2017	0
Science	TWIG (K-5), TCI (6th)	0
History-Social Science	SAAVAS (TK-5) 2023, TCI (6th)	0
Health	Connected Health, Human Interaction (5th) 2022	0

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

School Facility Conditions and Planned Improvements

Overall, the school is in good condition.

Year and month of the most recent FIT report	Dec 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	47	47	47	47	48
Mathematics (grades 3-8 and 11)	40	49	42	43	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	214	96.40	3.60	46.73
Female	104	98	94.23	5.77	62.24
Male	118	116	98.31	1.69	33.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	37.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	48.00

	146	140	95.89	4.11	47.86
White	146	140	95.89	4.11	47.86
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	87	94.57	5.43	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	40	86.96	13.04	25.00

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	222	215	96.85	3.15	49.30
Female	104	98	94.23	5.77	48.98
Male	118	117	99.15	0.85	49.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	43.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	48.00
White	146	141	96.58	3.42	52.48
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--

	92	87	94.57	5.43	44.83
Socioeconomically Disadvantaged	92	87	94.57	5.43	44.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	41	89.13	10.87	26.83

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)	20.69	30	36.67	33.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	50	94.34	5.66	30.00
Female	22	21	95.45	4.55	42.86
Male	31	29	93.55	6.45	20.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	33	91.67	8.33	30.30
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95.00	5.00	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	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	53	52	49	52	52

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

Parents are an integral part of the Penngrove School community. We encourage families to support classroom learning by volunteering regularly and by engaging in meaningful conversations with their children about what they are learning at school.

There are many ways for parents to be involved at Penngrove, including attending field trips, family fun nights, and community events, as well as participating in the Parent Teacher Association (PTA) or School Site Council (SSC). Parents may also support students during recess through programs such as Recess Renaissance and sport-specific coaching.

Teachers welcome parent volunteers in their classrooms on a regular or as-needed basis. For families who prefer to support from home, opportunities are also available to assist with classroom preparation tasks such as cutting, organizing, and assembling materials.

For more information on how to become involved, contact Michael Mori, Principal, at (707) 778-4755 or mmori@petk12.org

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	486	483	63	13.0
Female	223	223	30	13.5
Male	263	260	33	12.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	2	15.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	94	16	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	3	6.8
White	319	317	40	12.6
English Learners	22	22	5	22.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	186	184	38	20.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	80	15	18.8

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
2.25	3.3	2.06	2.45	2.66	2.23	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.06	0.00
Female	0.00	0.00
Male	3.80	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.51	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.47	0.00

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

2025-26 School Safety Plan

Safety is our highest priority at Penngrove School.

Penngrove maintains a comprehensive School Safety Plan that includes a school crime assessment, child abuse reporting procedures, disaster response protocols, supervision guidelines, sexual harassment policies, staff notification procedures related to student safety, and information about our school-wide behavior expectations. This plan is reviewed, updated, and discussed with school staff each August and was reviewed again in October 2025.

At the district level, we partner with North Bay Security to ensure we are meeting high standards for school safety. Together, we have refined our Incident Command Chart and regularly practice emergency procedures, including large-scale evacuations with search-and-rescue protocols. Representatives from North Bay Security attend drills and provide feedback to support continuous improvement.

A strong sense of community is a key component of safety at Penngrove. Teachers build inclusive classroom environments through regular meetings, discussions centered on monthly character traits, and reflection on our three universal expectations: Be Safe, Be Respectful, and Be Responsible. We believe that when students feel connected, engaged, and invested in their learning, schools are safer places for everyone.

Penngrove has a clearly defined Emergency Response Plan. A district nurse supports health and safety needs, and many staff members are trained in First Aid and CPR. Students and staff participate in monthly emergency drills, including fire, earthquake, secure-the-campus, and lockdown drills, to ensure preparedness in the event of an emergency. We also collaborate with local law enforcement to review procedures and identify areas for improvement.

To maintain a safe and respectful campus, Penngrove complies with the California Education Code and all district discipline policies. In November 2024, we introduced the StopIt app for students and families in grades 4–6, offering a 24-hour, anonymous reporting option for concerns about bullying or safety.

All visitors to Penngrove are required to sign in at the school office and wear a guest badge while on campus. A volunteer orientation is held annually. The Sonoma County Sheriff's Office remains responsive and provides consultation on safety and violence prevention. Our custodial team plays an essential role in maintaining a clean and safe campus, and students and staff take shared pride in caring for our school environment.

The Comprehensive School Safety Plan is reviewed annually and updated as needed with approval from the School Site Council.

As of 2024, every staff member on campus is equipped with a walkie-talkie to support clear communication and rapid response during the school day.

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	23	0	5	0
1	22	0	3	0
2	21	1	2	0
3	28	0	2	0
4	30	0	2	0
5	30	0	2	0
6	31	0	2	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	18	2	1	0
1	22	1	3	0
2	26	0	2	0
3	25	0	2	0
4	28	0	2	0
5	31	0	2	0
6	28	0	2	0
Other	26	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	26		2	
2	24		3	
3	25		2	
4	31		2	
5	28		2	
6	26		2	
Other	23		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.525
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
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	8467.29	2312.67	6154.62	86773
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-22.0	0.6
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	-57.7	

Fiscal Year 2024-25 Types of Services Funded

After-school intervention
After-school enrichment
Summer School
PE Enrichment Specialist
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
Instructional Coach/TOSA
Occupational Therapist

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

Professional Development

The five days of Elementary Professional Development in the 2025-26 school year focus:
TK: aligning instruction with the new California TK Learning Foundations
1-3: Literacy common assessments
4-6: CA Reading and Literature Project: Reading Comprehension

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

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

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