



# Penryn Elementary School

6885 English Colony Way • Penryn, CA 95663 • (916) 663-3993 • Grades K-8

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Loomis Union Elementary School District

3290 Humphrey Road  
Loomis, CA 95650  
(916) 652-1800

[www.loomis-usd.k12.ca.us](http://www.loomis-usd.k12.ca.us)

#### District Governing Board

Jim Foster, Area 1: Citrus Colony

Kurt Turner, Area 2: Loomis

Jacob Hardey, Area 3: Rock Springs

Todd Wilson, Area 4: Placer

Ann Baker, Area 5: Franklin

#### District Administration

Gordon Medd

**Superintendent**

Jay Stewart

**Associate Superintendent -  
Business Services**

Brittaney Meyer

**Assistant Superintendent -  
Educational Services**

### School Description

Penryn's instructional philosophy is developed around a workshop model (small group instruction-MTSS a multi-tiered support system). Through the workshop model we are able to be responsive and meet the needs of all our students. With this model of teaching, our Penryn team works collaboratively to keep students in the classroom for a majority of the school day. By doing this students are given the same core instruction as all their peers but we can help support with push in given through staff in our resource department, again a Multi-Tiered Support System (MTSS).

Penryn is a Positive Behavior Interventions and Support School (PBIS). Positive Behavioral Interventions and Supports (PBIS) is a way for schools to encourage good behavior. With PBIS, children learn about behavior, just as they learn other subjects like math or science. The key to PBIS is prevention, not punishment. We were recognized by the State of California PBIS Coalition for our PBIS programming at Penryn School with the Platinum PBIS Implementation Reward. Only 15 schools in the state were recognized with this award. We are very proud of our PBIS program at Penryn School.

It is essential that our school fosters a sense of community. We accomplish this with the partnerships and collaboration we have with our community, families, students and business owners.

### School Mission Statement

To create 21st century, critical thinking, lifelong learners who are innovative in achieving academic excellence, and to nurture the development of responsible citizens in the community by setting high expectations and scaffolding to meet the needs of all students.

## About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	25
Grade 1	20
Grade 2	28
Grade 3	27
Grade 4	28
Grade 5	27
Grade 6	36
Grade 7	29
Grade 8	32
<b>Total Enrollment</b>	<b>252</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.8
Asian	3.6
Filipino	0.4
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.0
White	82.9
Socioeconomically Disadvantaged	24.6
English Learners	0.4
Students with Disabilities	10.7
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Penryn Elementary School	16-17	17-18	18-19
With Full Credential	13	12	9
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	1	0	3
Loomis Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	133
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Penryn Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The school district held a public hearing on August 8, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September, 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Reading Wonders (TK - 5) - Adopted 2017 McGraw Hill Study Sync (6 - 8) - Adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw Hill Everyday Math - Adopted 2015 College Preparatory Mathematics (CPM) - Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: Foss - Adopted 2007 Glencoe - Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt - Adopted 2006 Scott Foresman - Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

The current Penryn School campus was constructed in 1961 and had the classrooms modernized in the 2005-06 school year. The campus is comprised of 12 classrooms, three portable classrooms, a library, a multipurpose room, a staff room, a computer lab, and a playground. School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff. Over the summer of 2013 and 2014, the school's front courtyard was developed and beautified with new concrete, benches, and landscaping.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/26/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/26/2017

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Building A Rooms 1-3: All buildings have accessibility issues to the playground. Building C Rooms 4-7: Building D Restrooms: Building E Rooms 8-9: Building F Multipurpose/ Cafeteria: Building K Rooms 12-14: Building K: Relocatables Office, Library, Music, Computer Lab & Storage: Relocatables Rooms 10-11:
<b>Overall Rating</b>	<b>Good</b>	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

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

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	60.0	72.0	62.0	66.0	48.0	50.0
Math	61.0	54.0	59.0	58.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.0	28.0	36.0
7	20.0	26.7	16.7

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	174	173	99.43	72.25
Male	90	89	98.89	70.79
Female	84	84	100.00	73.81
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.00	68.75
White	148	147	99.32	72.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	51.11
English Learners	--	--	--	--
Students with Disabilities	16	15	93.75	20.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	174	173	99.43	53.76
Male	90	89	98.89	59.55
Female	84	84	100	47.62
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100	37.5
White	148	147	99.32	53.74
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	45	100	28.89
English Learners	--	--	--	--
Students with Disabilities	16	15	93.75	13.33

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Penryn School. Parents are very active at the school site, participating in the Parent-Teacher Club (PTC) and serving as volunteers in the classroom, middle school enrichment program, library, office, playground and as art docents. The PTC provides support to individual classrooms, as well as school wide programs. For additional information, please visit the Penryn PTC website at penrynpct.com.

### 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.

### School Safety Plan

The safety of students and staff is a primary concern at Penryn School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in the Fall of 2018 by the School Safety Committee and Site Council. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Shelter in place drills are held three times a year. Students are supervised before and after school and during recess by teachers and paraprofessionals. Yard Duty Supervisors monitor students during lunch recess. All visitors must sign in at the school office, obtain a visitor's pass and sign out upon leaving.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.2	2.8	1.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.1	2.5	2.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.3750
Psychologist	.40
Social Worker	0
Nurse	.09
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	18	25		1		1		1			
1	25	25	20			1	1	1				
2	22	24	27				1	1	1			
3	25	22	26				1	1	1			
4	31	27	28				1	1	1			
5	17	32	26	1				1	1			
6	28	26	36				1	1				1

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	30.0	29.0				2	2	2			
Mathematics	27.0	30.0	29.0				2	2	2			
Science	27.0	30.0	29.0				2	2	2			
Social Science	27.0	30.0	29.0				2	2	2			

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

As part of the professional growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, certificated and classified staff. The district offered four staff development days in 2016-2017 and five staff development days in 2017-2018 for staff members. This year, our district is offering three days of staff development where staff members are offered professional growth opportunities to expand staff knowledge in curriculum, assessment and instructional strategies.

The last three years Penryn has sent five of their staff members to Teacher's College to establish and strengthen our Writers Workshop program at Penryn. For the summer of 2018 we sent 5 staff to writing training in L.A., this allowed them to enrich and broaden their units of study and areas of focus for writing and language arts. We continue to send staff to professional development around writing to enrich our learning and growing with our writing program. We also set aside time during our weekly staff meetings to share and review our writing program, this allows us to make adjustments to the program as needed for students.

For the 2018-2019 school year we are moving our focus now to math. We are finding ways in which we are successful in our writing workshop program and using those same structures for math. We are spending time collaborating with vertical teams to see what concepts are needed for the following years in math. We will look at scope and sequence, foundational concepts and at data, to find the trends, so we can see the concepts students are not grasping year after year.

We are in our sixth year of PBIS (Positive Behavior Intervention Supports) program at Penryn. We continue attending professional development for our PBIS leadership team through state conferences, booster trainings and district wide professional development.

With all programs at Penryn we monitor and support our programs through academic conferences (teacher-principal meetings), PLC (professional learning communities), district wide TOSAs (teachers on special assignment) doing in and out of class coaching, we also bring consultants in for mentoring and coaching with staff.

For new teachers, the district supports them through the statewide BTSA (beginning teacher support and assessment) program where they work with an expert teacher to help mentor and guide them through their first two years.

Currently we have a mentor program where staff mentor students on campus. For the 2018-2019 school year we will develop and pilot a peer mentor program where 7th and 8th grade students can mentor students in the Kinder through 4th grade classes.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,639	\$48,064
Mid-Range Teacher Salary	\$65,578	\$75,417
Highest Teacher Salary	\$91,314	\$94,006
Average Principal Salary (ES)	\$108,142	\$119,037
Average Principal Salary (MS)	\$0	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$172,825	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Positive Behavior Intervention Support (PBIS), Special Education, Before and/or After School Programs (for at risk students), Music, Art, Gifted and Talented Education (GATE) Enrichment activities.

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,132	\$1,078	\$6,054	\$66,886
District	♦	♦	\$6,431	\$70,153
State	♦	♦	\$7,125	\$76,046
Percent Difference: School Site/District			-6.0	-4.8
Percent Difference: School Site/ State			-16.3	-12.8

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.