

Aurelia Pennekamp Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Toni Brown, Ed.D.

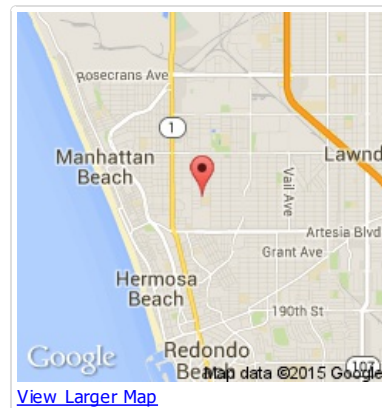
Principal, Aurelia Pennekamp Elementary

About Our School

Contact

110 North Rowell Avenue
Manhattan Beach, CA
90266

Phone: 310-798-6223
E-mail: tbrown@mbusd.org



About This School

Contact Information - Most Recent Year

School	
School Name	Aurelia Pennekamp Elementary
Street	110 North Rowell Avenue
City, State, Zip	Manhattan Beach, Ca, 90266
Phone Number	310-798-6223
Principal	Toni Brown, Ed.D.
E-mail Address	tbrown@mbusd.org
Web Site	www.pennekampschool.org
County-District-School (CDS) Code	19753336020325

District	
District Name	Manhattan Beach Unified
Phone Number	(310) 318-7345
Web Site	http://www.mbusd.org
Superintendent First Name	Michael
Superintendent Last Name	Matthews, Ed.D.
E-mail Address	mmatthews@mbusd.org

Last updated: 1/14/2015

School Description and Mission Statement (Most Recent Year)

Pennekamp Elementary School is a caring, safe, respectful environment that prepares students to become responsible, productive members of an ever-changing world. Our mission is to offer a strong educational program that is aligned with the California State Standards and meets the needs of all learners. We strive to develop students with strong self-esteem and self-confidence, a full realization of academic potential, a life-long love of learning, appreciation of the arts and a commitment to positive change at the school level and in the local and global communities.

Pennekamp Elementary School is one of five elementary schools in the Manhattan Beach Unified School District. Manhattan Beach is a small, beachside community of approximately 36,000 residents, located approximately 3 miles south of Los Angeles International Airport. Pennekamp serves nearly 600 students in TK (Transitional Kindergarten) through 5th grade. Our open campus has colorful murals, hundreds of California native plants, flower gardens, and an organic student garden. Aurelia Pennekamp first opened its doors in 1955 and at that time it was known as Curtis Street School. Even after a half a century, traditions of academic excellence and strong levels of spirit and pride still shine brightly.

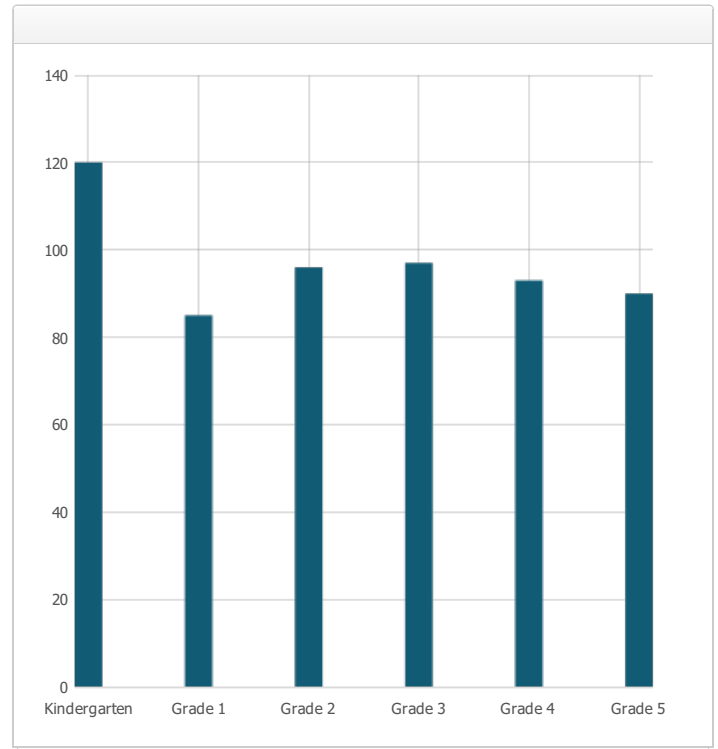
Our strengths are best reflected in the attitude and performance of students, staff, and parents. On any given day, it is not unusual to find dozens of volunteers on campus. Each year our volunteers log in an excess of 30,000 hours of service to the school. The school community values education and sets high expectations for students and staff. Dedicated teachers demonstrate concern for the progress of each learner. Throughout the year, Pennekamp offers a variety of student centered programs for participation. At various grade levels, students may participate in Safe School Ambassadors, student council, Book Club, and ongoing student driven service-learning projects to support local community organizations. These programs afford Pennekamp students an opportunity to extend the curricular experience outside of the classroom.

Teamwork is an integral component of Pennekamp's achievement and we have forged a strong "triangle of success". Parents/guardians, staff, and students work together to create a positive environment where everyone knows they are valued as a contributing member of the school community. By capitalizing on our collective talents, Pennekamp School will continue to flourish!

Last updated: 1/15/2015

Student Enrollment by Grade Level (School Year 2013-14)

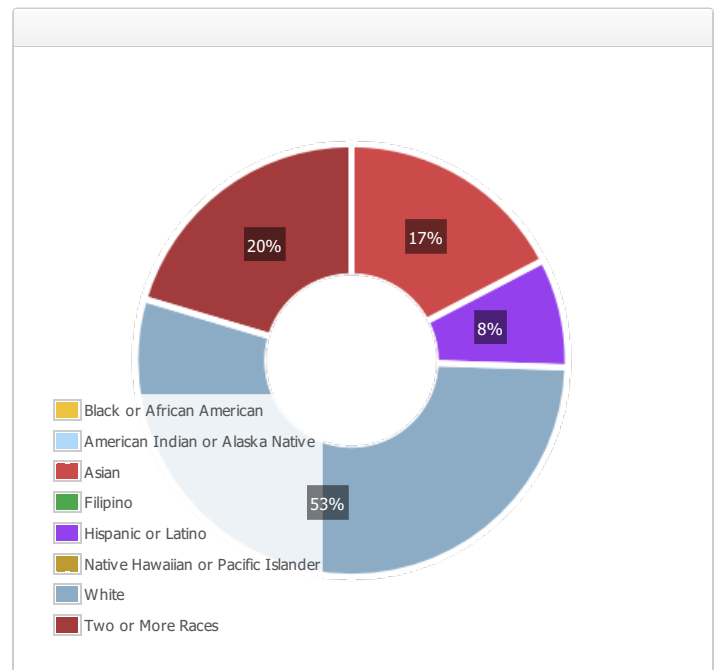
Grade Level	Number of Students
Kindergarten	120
Grade 1	85
Grade 2	96
Grade 3	97
Grade 4	93
Grade 5	90
Total Enrollment	581



Last updated: 1/9/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	17.2
Filipino	0.3
Hispanic or Latino	8.4
Native Hawaiian or Pacific Islander	0.2
White	53.0
Two or More Races	20.0
Socioeconomically Disadvantaged	1.5
English Learners	1.2
Students with Disabilities	6.7



Last updated: 1/9/2015

A. Conditions of Learning

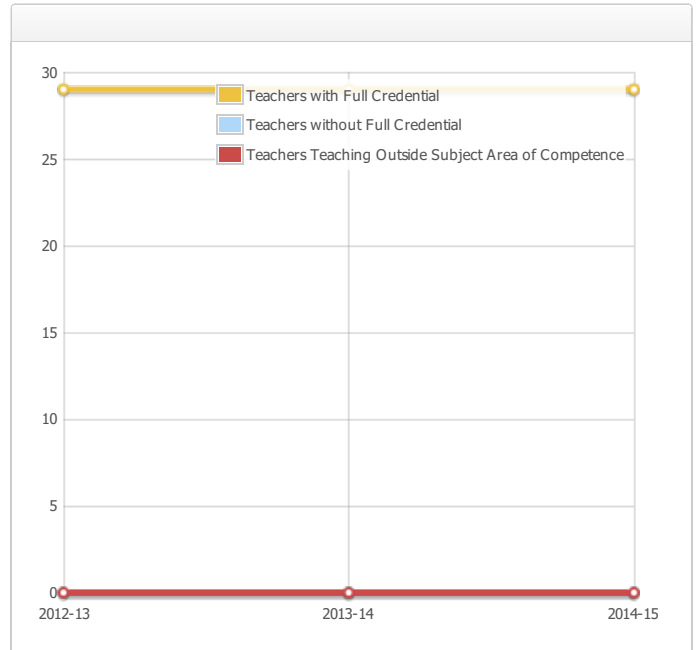
State Priority: Basic

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

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

Teacher Credentials

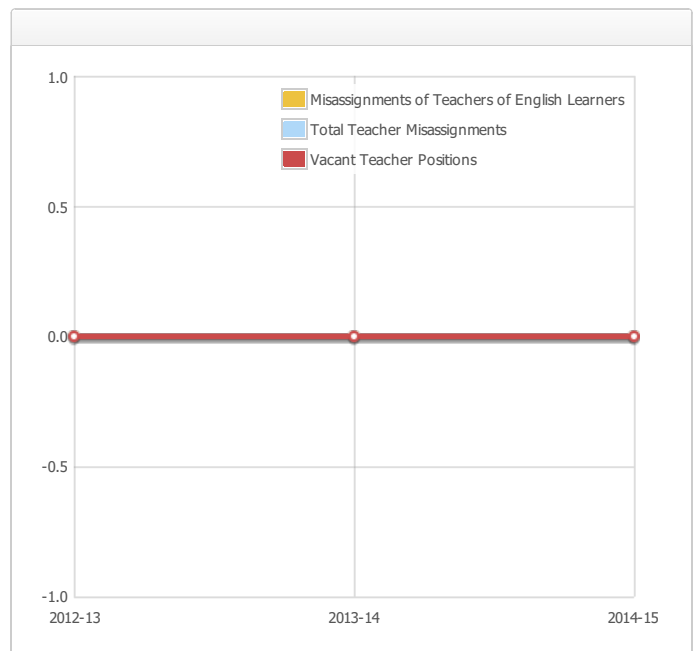
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	29	29	29	309
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/14/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/14/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97	3
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	97	3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 12/8/2014

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Mathematics	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
History-Social Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Foreign Language	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Health	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Visual and Performing Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0

Last updated: 12/16/2014

School Facility Conditions and Planned Improvements - Most Recent Year

Pennekamp Elementary School was remodeled ten years ago, resulting in functional, beautiful classrooms, offices, and learning environments. Pennekamp has over twenty classrooms, library, computer lab, art and music rooms, cafeteria, science lab, and offices for the school counselor, psychologist, and student support specialists (e.g., speech-language pathologist, occupational therapist and reading specialist). Upper grade and lower grade playgrounds, as well as a kindergarten playground provide developmentally appropriate venues for physical and recreational activity. Pennekamp Elementary School thanks the Manhattan Beach community for supporting the School Bond Measures that made these improvements possible.

Pennekamp Elementary School is an open campus. Staff and students are alert to the presence of unidentified visitors on the grounds. All adults must sign in at the office and wear a visitor badge. Adults not wearing badges are courteously questioned by staff and directed to the school office for visitor badges. All Pennekamp Staff wear badges throughout the day to identify themselves to students and parents.

As part of Pennekamp's Golden Anniversary, a beautiful "Commemorative Garden" was added to the campus thanks to a partnership between the Pennekamp PTA, the City of Manhattan Beach, and numerous community donors. In addition our PTA and community funded the creation of a "50 Year Commemorative Tile Wall" and numerous murals throughout our school. The Pennekamp PTA Beautification Committee provides flower-filled pots, bright murals, and benches throughout the campus to welcome students and visitors. Students, parents, staff, and community members join together for Pride Days two times during the year at Pennekamp to maintain and beautify the campus each year. The school is in good repair and was completely repainted during the summer of 2012. The school community is proud of our beautiful school environment.

Last updated: 1/13/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Data collected: 12/17/14
Interior: Interior Surfaces	Good	Data collected: 12/17/14
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Data collected: 12/17/14
Electrical: Electrical	Good	Data collected: 12/17/14
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Data collected: 12/17/14
Safety: Fire Safety, Hazardous Materials	Good	Data collected: 12/17/14
Structural: Structural Damage, Roofs	Good	Data collected: 12/17/14
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Data collected: 12/17/14

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/15/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	86	95	94	91	91	92	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 1/13/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	92
All Students at the School	94
Male	96
Female	92
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	89
Two or More Races	100
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Last updated: 1/13/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	89%	88%	88%	88%	90%	89%	54%	56%	55%
Mathematics	90%	89%	90%	81%	82%	80%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	84%	84%	83%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/13/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	6	5	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/13/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-9	-6	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-18	-4	-2
Two or More Races			5
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/13/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.1%	32.6%	46.7%

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.

Last updated: 1/13/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Contacts (2014-2015):

Principal, Toni Brown, Ed.D., tbrown@mbusd.org
 PTA Co-President, Bonnie Darrow, blmdd@yahoo.com
 PTA Co-President, Pennie Stepczyk, pennie017@gmail.com
 Pennekamp Website: <http://pennekampschool.org/>

Pennekamp Elementary School is committed to maintaining strong partnerships with parents and the community. Parents collaborate with teachers to support the education of their children at home and school. They volunteer in the classrooms, science lab, Young at Art program, library, playground, and within all aspects of the Pennekamp learning community. It is not unusual to find dozens of parent volunteers on campus at any given time. Parents are valued partners in the Pennekamp community.

Our active and vibrant Parent Teacher Association organizes activities and programs to enrich the educational program. PTA volunteers log over 30,000 hours per year. Parents also participate in School Site Council, GATE Advisory Committee, Safety Committee, and the Manhattan Beach Education Foundation.

State Priority: Pupil Engagement

Last updated: 1/15/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

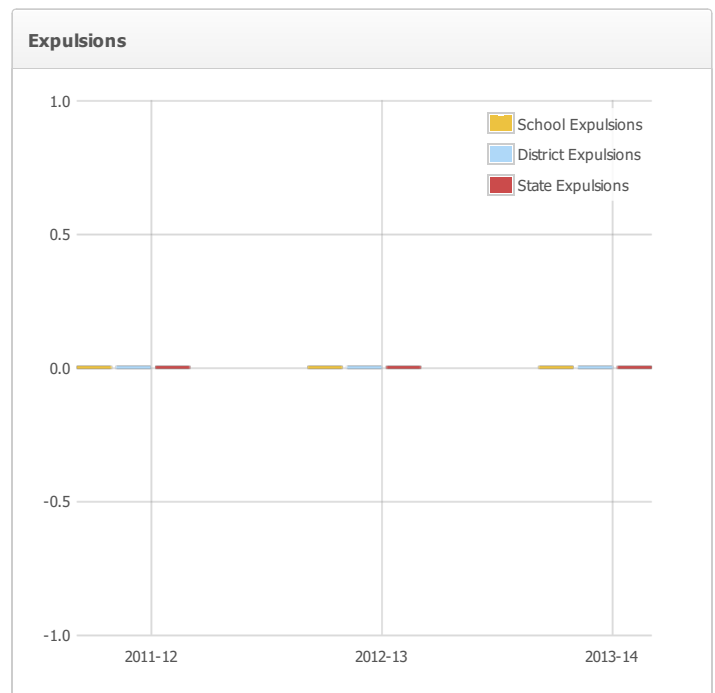
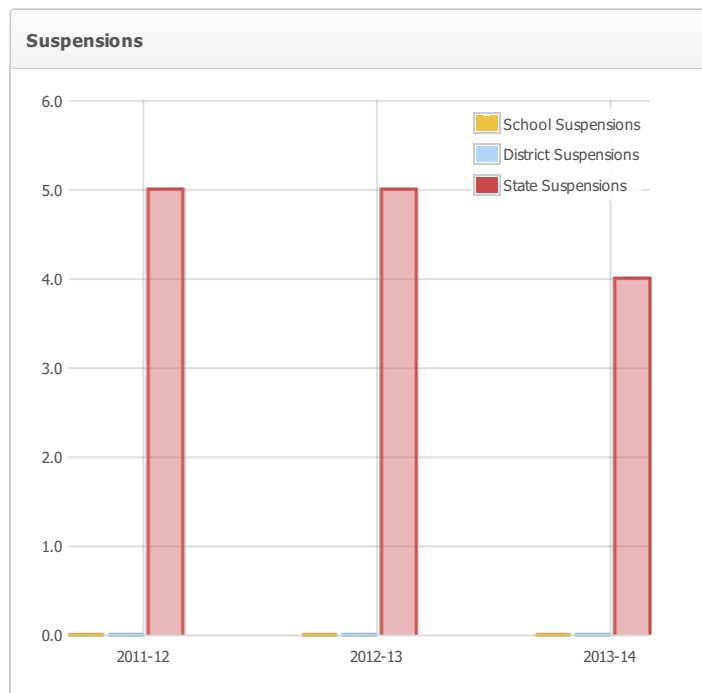
State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.00	0.60	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/14/2015

School Safety Plan - Most Recent Year

Date of Last Review/Update: October 2014

Date Last Discussed with Staff: October 2014

Pennekamp School has a comprehensive plan that addresses fire, earthquake, and other emergencies, as well as protocols for communication with police and fire departments. Developed by staff and parents with critical input by Manhattan Beach Fire and Police Departments, the plan outlines evacuation procedures and lists staff responsibilities for search and rescue, first aid, and student management. Students and staff participate in monthly emergency drills. Continued monitoring by the Pennekamp staff ensure the regular maintenance of a safe and orderly school environment. Safety information is reviewed during faculty meetings and with parents ("Dragon Flash" weekly communication and on the Pennekamp school website).

Additionally, MBUSD has a comprehensive plan that includes policies and procedures addressing school crime, reporting of child abuse, suspensions and expulsions, sexual harassment, and the maintenance of a safe and orderly school environment.

Last updated: 1/15/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		No
Met Participation Rate - English-Language Arts		Yes
Met Participation Rate - Mathematics		Yes
Met Percent Proficient - English-Language Arts		No
Met Percent Proficient - Mathematics		No
Met Graduation Rate		Yes

Last updated: 1/14/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	14.3%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/14/2015

Average Class Size and Class Size Distribution (Elementary)

2011-12					2012-13					2013-14			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+	
K	19.7	7	0	0	20.0	3	3		20.0	2	4		
1	23.5	0	4	0	24.0		4		21.0		4		
2	23.0	0	4	0	24.0		4		24.0		4		
3	22.8	1	3	0	24.0		4		24.0		4		
4	29.0	0	3	0	30.0		3		31.0		3		
5	30.7	0	3	0	28.0		3		30.0		3		
6													
Other													

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

Last updated: 1/13/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

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

* 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.

Last updated: 1/14/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,628	\$2,923	\$5,705	\$72,939
District	N/A	N/A	\$3,802	\$71,555
Percent Difference – School Site and District	N/A	N/A	50.00%	2.00%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	22.00%	7.60%

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

Last updated: 1/15/2015

Types of Services Funded (Fiscal Year 2013-14)

Beach Cities Health District-PE instruction, counseling, and health assistants **\$273,891.56**

Chevron Futures Institute-Grant to support STEM at MBMS. The grant will be utilized to purchase equipment including wind tunnels, gas chromatographs, earthquake boards and optical testing tables and also support curriculum provided by the Catalina Island Marine Institute. **\$70,289.36**

Economic Impact Aid (ELL)-Curriculum and instruction for students identified as second language learners **\$51,996.58**

Manhattan Beach Extra (MBX)-Non-profit organization that contributes to athletics, physical education, and certain academic enrichment programs of the Manhattan Beach Unified School District **\$258,827.43**

Manhattan Beach Education Foundation-Non-profit organization that provides approximately \$4.9 million annually to pay for a variety of critical programs that would not be possible through public funding **\$4,904,011.16**

PTA/PTSA-Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$856,815.28**

State Lottery Revenue-A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. **\$978,433.73**

Title I, Part A - Accountability-Federal funds used at MCHS to target assistance for students who have been identified as failing, or most at risk of failing, the state's academic content standards **\$122,606.12**

Title II, Part A - Improving Teacher Quality-Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$137,364.64**

Last updated: 1/15/2015

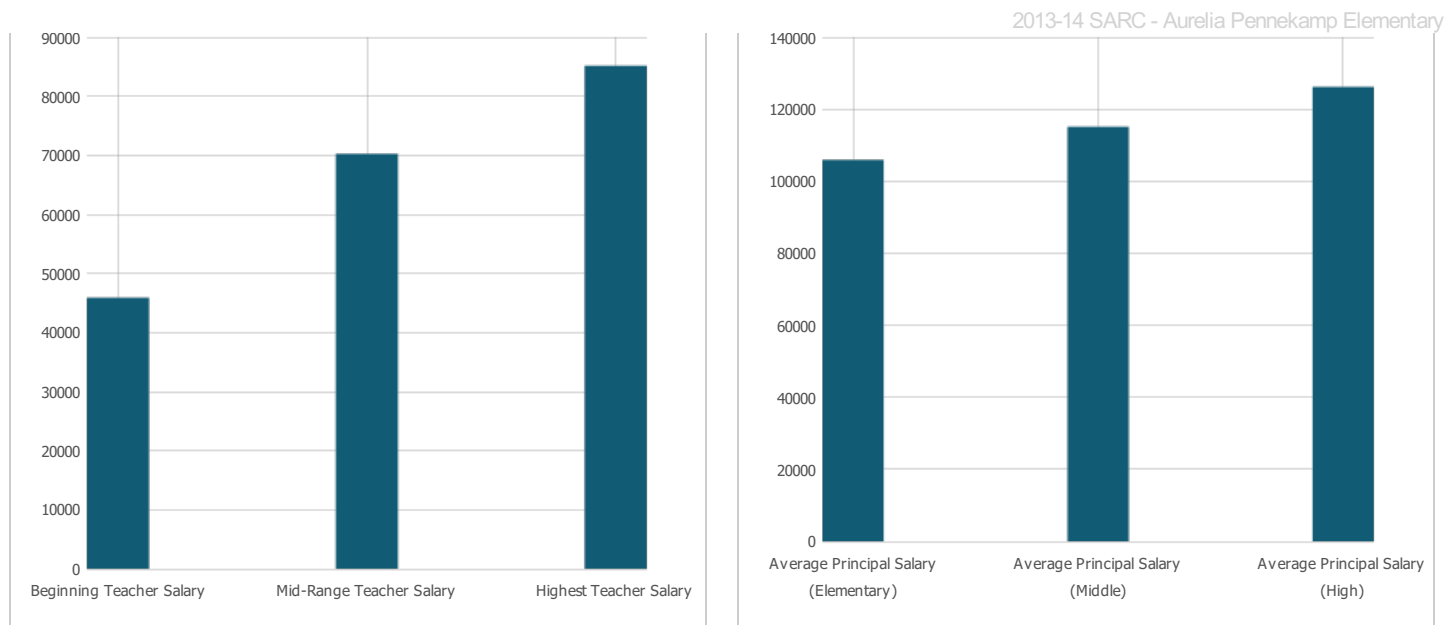
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$41,243
Mid-Range Teacher Salary	\$70,246	\$64,893
Highest Teacher Salary	\$85,158	\$83,507
Average Principal Salary (Elementary)	\$105,923	\$103,404
Average Principal Salary (Middle)	\$115,121	\$109,964
Average Principal Salary (High)	\$126,183	\$120,078
Superintendent Salary	\$207,618	\$183,557
Percent of Budget for Teacher Salaries	39.0%	40.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/13/2015

Professional Development – Most Recent Three Years

The Manhattan Beach Unified School District recognizes the importance of offering high quality staff development opportunities for all personnel. In 2014-2015 the District will provide five contractual staff development days for all classroom teachers and the equivalent of two additional full days. Throughout the academic year, professional development activities focus on student achievement by providing staff with opportunities to learn skills and strategies that facilitate student growth in meeting the Common Core State Standards. In addition, the faculty examines performance data and identifies gaps in student learning on a regular basis. There is an emphasis on sustained, ongoing articulation among the elementary, middle, and high schools in the areas of English Language Arts and Math. Additional areas of focus for staff development have included designing and modifying curriculum, improving instructional strategies, technology integration and differentiating instruction. Through District and site funding for teacher professional growth, instructors and other staff have opportunities to attend conferences, participate in workshops, and observe other teachers. In addition, the District and individual school sites provide staff development opportunities during the day and outside of school hours.

Manhattan Beach Unified School District is a member of the South Bay Beginning Teacher Support and Assessment (BTSA) Consortium. The BTSA program provides mentoring for first and second year educators new to the teaching profession as a critical component of the teacher credentialing process. Teachers in this program attend a variety of training opportunities and are coached and supported by their mentor teacher.

The Pennekamp staff are committed to professional growth and innovation. The Manhattan Beach Unified School District and the Pennekamp PTA funds the opportunity for teachers to collaborate and attend conferences in order to learn and then implement innovative strategies. Our staff is highly collaborative and actively utilizes early release Wednesdays to discuss student learning and strategies for best practices of instructional delivery.

Many opportunities for professional development were provided during the 2013-2014 school year. Topics included Writers Workshop, support with the transition from California State Standards to the newly adopted Common Core State Standards. Presentations by experts in the field of technology to enhance classroom instruction also addressed the credentialed staff during monthly meetings. Several teachers attended conferences on integrating technology into curriculum and Writing Workshop and then provided this information to their peers. In addition, many Pennekamp teachers began the transition to a Balanced Literacy framework and attended professional development in classroom structures such as Daily 5 and components of Balanced literacy in site focus groups.

Professional development continues for the current year with Balanced Literacy as the ongoing focus, and conflict resolution utilizing the Safe School Ambassadors curriculum. The district is also supporting a Balanced Math framework to include Cognitively Guided Instruction that will support the link between the research surrounding best practices to instruction. The entire staff is committed to the implementation of best practices to meet the needs of all students. A stimulating teaching and learning environment support the effectiveness of professional growth at Pennekamp Elementary School.

Last updated: 1/15/2015