

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC Web page](#). For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

School		District	
School Name	Honcut	District Name	Palermo Union Elementary
Street	68 School St.	Phone Number	530-533-4842
City, State, Zip	Oroville , CA 95966	Web Site	www.palermoschools.org
Phone Number	530-742-5284	Superintendent	Samuel Chimento
Principal	Heather Scott	E-mail Address	schiment@palermoschools.org
E-mail Address	hscott@palermoschools.org	CDS Code	04- 61523- 6089080

School Description and Mission Statement (School Year 2008-09)

School Description

The Palermo Union School District is located approximately six miles south of Oroville, the county seat of Butte County. The District consists of six schools: Helen Wilcox (K-3) Honcut (K-2), Palermo (6-8), and two Community Day Schools, K-7 and 5-8. The total district enrollment is approximately 1,341 students. Honcut School, home of the Hornets, is a necessary small school located 22 miles south of Oroville. Enrollment is approximately 14.

The District operates a state pre-school on the Palermo School campus with an enrollment of approximately 98 children. Helen Wilcox also has a Pre-School with approximately 32 preschoolers 3 to 5 years old. These two programs and Head Start in Oroville are feeder programs to Honcut School. District schools have an auxiliary support system that includes a music teacher, a school psychologist, a school nurse, and a bilingual aide. Honcut has a multi-funded Title I, and EIA instructional aide for additional support. Most special education student's needs are met at the Honcut site. However, students may be transferred to Helen Wilcox School for a more comprehensive program if needed.

Honcut is unique in its size and location. The school has been instrumental in implementing the Response to Intervention (RTI) Model as well as focus groups, front-loading, and after school tutoring.

School Goals

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. Progress Indicators: STAR, AYP and API are monitored annually. Local assessments, both formative and summative are monitored weekly, each trimester, and at the end of the school year.

Mission Statement

Honcut School is dedicated to preparing our students for the 21st century by providing each student with a quality education. We are committed to personalizing each student's program and instruction, regardless of complexity, to the best of their ability. Every opportunity is provided for each student to achieve his/her education. The process by which an individual develops mentally, physically, socially, culturally, and emotionally in his/her environment is a definition of education practiced by the staff.

Opportunities for Parental Involvement (School Year 2008-09)

Honcut School benefits from an active Parent Teacher Group (PTG) shared with Helen Wilcox School. The PTG works with the community on various fundraisers, organizes the spring carnival and potluck, and runs the Accelerated Reader Store. Parents are encouraged to serve on the School Site Council, (SSC). Parents and guardians can support their child's learning environment by: monitoring school attendance and homework completion, participating in extracurricular activities, volunteering at school, attending SSC meetings, and/or planning and participating in activities at home that are supportive of classroom activities.

Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students
Kindergarten	7
Grade 1	4
Grade 2	3
Total Enrollment	14

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	7.14 %
American Indian or Alaska Native	0%
Asian	0%
Hispanic or Latino	21.43 %
White (not Hispanic)	71.43 %
Socioeconomically Disadvantaged	100.00 %
English Learners	29%
Students with Disabilities	0%

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-3	10.0	1			10.0	1			14.0	1		

III. School Climate

School Safety Plan (School Year 2008-09)

In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan/Emergency Management Plan is reviewed, updated and approved by the Governing Board annually by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the site Emergency Conditions portion of the plan in each classroom. Key elements of the Safety Plan include: a plan of action for maintaining a safe and orderly environment conducive to learning at the school (ie: assessment of school safety, identification of strategies and programs that will maintain school safety and campus security) and emergency management procedures consistent with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security.

Key elements of the site Emergency Conditions include: a plan of action for a coordinated school wide response to emergencies (i.e. intruder on campus, fire, emergency lockdown, evacuation, etc.). Safety drills are held on a regular basis. Fire drills are held monthly. Earthquake/disaster drills are held twice a year.

Visitors to the campus are required to sign in and display a visitor's badge at all times.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0	50.5	17.9	19.1
Expulsions	0	0	0	0.8	1.3	1.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

School Facilities: Condition of school facilities meets Education Code Sections: 17014 Necessary repairs, renewals and replacements; enforcement; plan preparation certification; 17032.5 Portable classrooms; leases, conditions; 17010.75(a) Maintenance of facilities; and 17089(b) Lease of portable classrooms; amount; maintenance; repairs; costs.

Teaching and learning space: Honcut has one classroom with a small computer station for student use and the food services distribution facility. Another room houses Butte County Office of Education (BCOE) library depository for student and staff use and serves as a teacher workroom. A third building houses the BCOE after school program. All buildings are portables and between ten to twelve years old. Student and staff rest rooms are adequate and maintained clean and in working order. Honcut playground is adequate in size with sandy and grassy areas. Large oaks provide ample shade. Play structures are safe and adequately maintained.

Maintenance and repair: District maintenance staffs ensure that any necessary repairs are completed in a timely manner. A work order process is used to provide efficient service and ensure that emergency repairs are given the highest priority. Emergency facilities needs specified in Education Code Section 17592.72(c)(1).

Cleaning process: The district governing board has adopted cleaning and safety standards for all schools in the district. A summary of these standards is available at the school office or the district office. The Maintenance & Operations Supervisor works with custodial staff to develop cleaning schedules to ensure a clean and safe school. A Safety & Cleaning checklist is used during school breaks (summer, Christmas, Easter).

Deferred maintenance: The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components.

Maintenance projects in 2008-2009 included: New exterior siding on all buildings, built a ball-wall and put a new roof on the storage unit.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces				X	Paint during spring or summer breaks.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: 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 Rating	GOOD				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the [CDE DataQuest Web page](#).

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	1	1	1	75
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-

NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

District support staff such as nurse, psychologist, and bilingual aide serve Honcut on an as needed basis.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: A Legacy of Literacy 2002	0%
Mathematics	Houghton Mifflin: Mathematics 2002	0%
Science	MacMillian/McGraw Hill: California Science (2006)	0%
History-Social Science	Houghton Mifflin: History-Social Studies 2005	0%
Supplemental Curriculum	Hampton Brown: Avenues 2004 Renaissance Learning: Accelerated Math 2000 Renaissance Learning: Accelerated Reading 2000 MacGraw-Hill SRA 2005	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the [CDE Current Expense of Education & Per-pupil Spending Web page](#) and teacher salaries can be found on the [CDE Certificated Salaries & Benefits Web page](#).

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8827	0	\$8827	\$59,071
District	N/A	N/A	\$8827	\$59,071
Percent Difference – School Site and District	N/A	N/A	-0-	-0-
State	N/A	N/A	\$5,512	\$63,421
Percent Difference – School Site and State	N/A	N/A	2%	11%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The following state and federal funds were allocated to this school through the Consolidated Application, Part II and other categorical grants for 2008-09.

State Programs	
Program/Initiative	Amount
Economic Impact Aid/State Compensatory Education (SCE)	\$833
Economic Impact Aid/ English Learner (EL)	\$949
Federal Programs	
Program/Initiative	Amount
Title I, Part A: Disadvantaged	\$3610

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [CDE Certificated Salaries & Benefits Web page](#).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$41,031
Mid-Range Teacher Salary	\$56,794	\$63,366
Highest Teacher Salary	\$78,473	\$80,596
Average Principal Salary (Elementary)	\$80,224	\$100,937
Average Principal Salary (Middle)	\$94,381	\$105,066
Average Principal Salary (High)		\$106,534
Superintendent Salary	\$125,904	\$147,438
Percent of Budget for Teacher Salaries	39.20 %	40.60 %
Percent of Budget for Administrative Salaries	7.50 %	6.10 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the [CDE Standardized Testing and Reporting \(STAR\) Results Web site](#). Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

APIs based on less than 11 are less reliable therefore are not reported here. Similar schools ranks are not calculated for small schools.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	33.3

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district schedules staff development on non-contract days (no students) or after school hours.