

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	Palermo	District Name	Palermo Union Elementary
Street	7350 Bulldog Way	Phone Number	530-533-4842
City, State, Zip	Palermo , CA 95968-9700	Web Site	www.palermoschools.org
Phone Number	530-533-4708	Superintendent	Samuel Chimento
Principal	Kathleen Coleman	E-mail Address	schiment@palermoschools.org
E-mail Address	kcoleman@palermoschools.org	CDS Code	04- 61523- 6003297

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

The Palermo Union School District is located approximately six miles south of Oroville, the county seat of Butte County. The Palermo community is a rural, agricultural community encompassing an area of 75 square miles. The District consists of six schools: Helen Wilcox (K-3), Honcut (K-2), Golden Hills (4-5), Palermo (6-8), and two Community Day Schools, K-7 and 5-8. Palermo School is located in the center of the Palermo community and has an enrollment of approximately 432 students. The total district enrollment is approximately 1,479 students.

Palermo School provides a Title I school-wide program (SWP) in addition to Title VII Indian Education, English Learner, Reading Intervention, Special Education, GATE, and Music. Students have access to a computer lab and library. Palermo School is implementing a Professional Learning Community model. The teaching staff and administrators continue to develop and implement programs and strategies to assist students in achieving and/or exceeding grade level standards. Intervention strategies/opportunities are built into the school day for students who have not mastered grade level standards. Reading intervention programs include the use of Read 180 and Read Naturally. In addition, after school tutoring is provided at all grade levels.

School Goals: All students will reach high standards, at a minimum, attaining proficiency or advanced proficiency 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. Our goal is to insure that all students have the support they need to master grade level standards.

Mission Statement: The Mission of Palermo School and the Palermo Union School District are to provide a variety of educational programs, in a safe and mutually respectful environment, that: are effective, accessible and equitable; prepare students for leadership, employment and citizenship; and promote students' intellectual, ethical, cultural, emotional, moral, social and physical growth.

Palermo School and the Palermo Union School District, together with students, families, and community in a cooperative effort, will provide an excellent educational program to ensure that all students are successful life-long learners, in a safe, caring, moral, drug-free, and supportive environment, with the ultimate goal that they will become successful, productive and responsible citizens.

Opportunities for Parental Involvement (School Year 2008-09)

Parents and guardians are given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. Parents and guardians can support their child's learning environment by: monitoring school attendance and homework completion, participating in extracurricular activities, monitoring and regulating television viewing, volunteering at school, planning and participating in activities at home that are supportive of classroom activities, and participating in decision-making processes at the school such as School Site Council and the English Learner Advisory Committee (ELAC).

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

Grade Level	Number of Students
Grade 6	150
Grade 7	136
Grade 8	146
Total Enrollment	432

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	1.39 %
American Indian or Alaska Native	12.04 %
Asian	5.32 %
Hispanic or Latino	26.16 %
Pacific Islander	0.23 %
White (not Hispanic)	43.98 %
Multiple or No Response	10.88 %
Socioeconomically Disadvantaged	74.00 %
English Learners	19.00 %
Students with Disabilities	9.00 %

Average Class Size and Class Size Distribution (Secondary)

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	14	11	5	21.5	15	19	2	22.6	16	22	
Mathematics	25.3	14	12	4	20.1	9	14		24.7	4	17	
Science	30.5		10	5	30.3		7	3	26.2	1	9	
Social Science	27.6	2	13	1	27.0	2	14		28.4		12	2

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 and intruder drills are held twice a year. Visitors to the campus are required to sign in at the school office and wear a visitor's pass at all times.

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	55.4	28.3	33.6	32	17.9	19.1
Expulsions	2.4	3.6	1.9	0.1	1.3	1.0

IV. School Facilities

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

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. Facilities are maintained in a manner to ensure that it is clean and safe and functional as determined by an evaluation instrument developed by the State of California Office of Public Construction.

Teaching and learning space: School facilities at Palermo include 19 classrooms built in 1951 and 9 portables ranging in age from 2 to 14 years. Rooms include 3 special day/resource classrooms, a teacher work room and lunch room, a PE/Weight room, computer lab and library media center, a multi purpose/lunch room, a Title VII Indian Education room, and AEP room. Staff and student bathrooms are adequate throughout the campus and are maintained in clean and working order. The Palermo School playground covers over two acres which includes grass playing fields and a large black topped area. Large trees provide ample shade. Play structures and concrete picnic tables and benches are maintained in safe and working order.

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.

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 for is used

during school breaks.

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 for 2008-2009 included: Installed concrete planters, landscaping and sprinklers throughout entire school. Installed a new A/C unit in room 19B. Installed a new Bulldog sign above cafeteria. Replaced or cleaned carpeting throughout entire school and painted the gym.

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. (Date completed: 08/08/09)

System 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		Repair carpet fraying. Fix sections of baseboard in need of it. Clean & paint water stains on ceiling and floor tiles.
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	24	24	23	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)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	1080
Library Media Teacher (Librarian)	1.0	N/A
Psychologist	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A

VII. Curriculum and Instructional Materials

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

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	Prentice Hall: Timeless Voices, Timeless Themes 2002	0%
Mathematics	Holt: California Mathematics 2008 Holt: California Algebra Readiness 2008	0%
Science	CPO Science: Focus on Earth, Life, and Physical Science 2006	0%
History-Social Science	Teacher's Curriculum Institute History Alive 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)

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)	\$53,810
Economic Impact Aid/ English Learner (EL)	\$16,837

Federal Programs

Program/Initiative	Amount
Title I, Part A: Disadvantaged	\$130,369
Title I, Part A: Parent Involvement	\$1,664

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
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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	32	39	46	31	34	43	43	46	50
Mathematics	23	32	38	34	42	46	40	43	46
Science	13	32	32	22	34	33	38	46	50
History-Social Science	22	21	34	23	20	32	33	36	41

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.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	43	27	17	22
Asian	50	36	17	17
Hispanic or Latino	40	36	38	31
White (not Hispanic)	52	45	38	42
Male	37	38	30	33
Female	53	38	35	35
Economically Disadvantaged	45	32	26	26
English Learners	32	30	10	15
Students with Disabilities	3	3	0	8
Students Receiving Migrant Education Services	29	29	*	*

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](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide

rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	4	3	4
Similar Schools	5	3	6

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"* *" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-25	30	35	760
African American				
American Indian or Alaska Native				
Asian				
Hispanic or Latino	-32	43	21	749
White (not Hispanic)	-26	34	53	786
Socioeconomically Disadvantaged	-33	45	31	743
English Learners	-19	11	51	748
Students with Disabilities				

"N/A" Means a number is not applicable or not available due to missing data.

"**" Means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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
- Graduation rate (for secondary schools)

