

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	Helen M. Wilcox Elementary	District Name	Palermo Union Elementary
Street	5737 Autrey Ln.	Phone Number	530-533-4842
City, State, Zip	Oroville , CA 95966-7278	Web Site	www.palermoschools.org
Phone Number	530-533-7626	Superintendent	Samuel Chimento
Principal	Heather Scott	E-mail Address	schiment@palermoschools.org
E-mail Address	hscott@palermoschools.org	CDS Code	04- 61523- 6003289

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

Palermo Union School District is comprised of six schools; Palermo School 6-8, Helen M. Wilcox Elementary School K-3, Honcut Elementary School K-2, Golden Hills 4-5, and two Community Day Schools K-7 and 5-8. The district is located in Butte County, in the northern part of California's Sacramento Valley.

Located four miles south of Oroville, Helen Wilcox was built in 1959. Wilcox provides a Title I school-wide program, (SWP) and full day Kindergarten in addition to Music, Indian Education, GATE, English Learner, Reading Intervention, and Special Education. Students have access to a computer lab and library.

Helen Wilcox is implementing a professional learning community PLC model. The teaching staff and administrators have developed strategies to teach students of all ability levels including implementation of Response to Intervention (RTI), focus groups (including EL and GATE), front loading (introducing key concepts prior to instruction), and student tutoring within school hours. The staff also developed TESA (Targeted Essential Skills Applications) including ELD, geography, fine arts, and dance.

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. Each grade level has a SMART goal that they have collaborated within their professional learning communities after analyzing summative and formative assessments.

Mission

Our goal is to inspire learning and foster success for all students in a caring school community with involved staff, committed to a goal of excellence in teaching.

In collaboration with parents and the educational community, we strive to meet each student's needs – academic, social, emotional and physical. We recognize, respect, and develop each student's unique potential.

Helen Wilcox's purpose is to facilitate and support students to become compassionate, responsible, and successful members of our learning community. Staff will provide appropriate interventions and enrichment activities driven by common assessments while honoring the whole child.

Opportunities for Parental Involvement (School Year 2008-09)

Helen Wilcox School benefits from an active Parent Teacher Group (PTG) shared with Honcut School. The PTG works with the community on various fundraisers, organizes the spring carnival and potluck, runs the Accelerated Reader Store and support various student activities. Parents are encouraged to serve on the School Site Council (SSC). Parents of English Learner (EL) students are encouraged to serve on the English Learner Advisory Committee (ELAC). 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.

Grade levels have implemented family fun nights that center around literacy. For example, first grade has a RODEO (Reaching Out Determines Educational Outcomes) and Second grade has a FAIR (Fun Activities in Reading and Third grade holds an Astronomy night.

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

Grade Level	Number of Students
Kindergarten	162
Grade 1	154
Grade 2	153
Grade 3	140
Total Enrollment	609

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment

African American	0.99 %
American Indian or Alaska Native	5.91 %
Asian	5.25 %
Hispanic or Latino	20.69 %
White (not Hispanic)	36.45 %
Multiple or No Response	30.71 %
Socioeconomically Disadvantaged	78.00 %
English Learners	19.00 %
Students with Disabilities	9.00 %

Average Class Size and Class Size Distribution (Elementary)

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	19.0	8			19.5	8			19.9	8		
1	18.3	8			19.9	8			19.5	8		
2	17.6	8			18.9	7			19.2	9		
3	19.1	8			19.1	8			19.5	8		

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	13.4	7.4	5.9	50.5	17.9	19.1
Expulsions	0.0	0.0	0.2	0.8	1.3	1.0

IV. School Facilities

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

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: Wilcox has 32 classrooms, a multi-purpose room/cafeteria, and a library/media center located in the main building built in 1959. The campus has 16 portable classrooms, including a music room, ranging in age from 6 to 14 years. A teacher workroom is located in the same building as the staff lunch room. Student and staff rest rooms are adequately located throughout the campus and are kept clean and in good working order. Wilcox maintains a Kindergarten playground and a 1-3rd grade playground area that is approximately ½ acre with ample shade.

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©(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: Installed new exterior siding where needed, installed a new slide, repaired drinking fountains, cleaned or replaced carpeting. Installed new concrete planters and landscaping.

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

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		Repair water stains on ceiling tiles during winter, spring and 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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	36	35	37	75
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

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)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Library Technician (Librarian)	0.8	N/A
Psychologist	0.4	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Intervention Teacher	1.0	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	Houghton Mifflin: <u>A Legacy of Literacy 2002</u>	0%
Mathematics	Houghton Mifflin: <u>Mathematics 2002</u>	0%
Science	MacMillan: <u>McGraw-Hill 2006</u>	0%
History-Social Science	Houghton Mifflin/ <u>History-Social Studies 2005</u>	0%
Supplemental Curriculum	Hampton Brown: <u>Avenues 2004</u> Renaissance Learning: <u>Accelerated Math 2000</u> Renaissance Learning: <u>Accelerated Reading 2000</u> Scholastic SRA	0%

VIII. School Finances

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

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)	\$44,147
Economic Impact Aid/ English Learner (EL)	\$22,528
Federal Programs	
Program/Initiative	Amount
Title I, Part A: Disadvantaged	\$180,911
Title I, Part A: Parent Involvement	\$2308

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 by Student Group (School Year 2008-09)

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	25	29	41	31	34	43	43	46	50
Mathematics	42	50	51	34	42	46	40	43	46
Science	0	0	0	22	34	33	38	46	50
History-Social Science	0	0	0	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)

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	39	47	*	*
Asian	31	56	*	*
Filipino	*	*	*	*
Hispanic or Latino	35	43	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	46	55	*	*
Male	40	53	*	*
Female	42	49	*	*
Economically Disadvantaged	35	48	*	*
English Learners	21	38	*	*
Students with Disabilities	32	20	*	*
Students Receiving Migrant Education Services	*	*	*	*

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	3
Similar Schools	6	4	5

- "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	-33	19	27	754
African American				
American Indian or Alaska Native				
Asian				
Hispanic or Latino	-6	-2	39	723
White (not Hispanic)	-11	5	11	785
Socioeconomically Disadvantaged	-36	23	25	741
English Learners	-14			660
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.

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)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	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	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement	Year 5	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

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