

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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 at <http://www.cde.ca.gov/ta/ac/sa/>. 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 at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Helen M. Wilcox Elementary	District Name	Palermo Union Elementary
Street	5737 Autrey Lane	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 2009–10)

This section provides information about the school, its programs, and its goals.

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 2009–10)

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 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	163
Grade 1	159
Grade 2	150
Grade 3	153
Total Enrollment	625

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.80%	White	39.04%
American Indian or Alaska Native	6.40%	Two or More Races	15.36%

Asian	4.48%	Socioeconomically Disadvantaged	80.80%
Filipino	0.0%	English Learners	18.4%
Hispanic or Latino	33.12%	Students with Disabilities	0.08%
Native Hawaiian/Pacific Islander	0.16%	Missing or Not Reported	0.64%

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	2007-08			2008-09			2009-10					
	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	19.5	8			19.9	8			20.3	8		
1	19.9	8			19.5	8			22.7	7		
2	18.9	7			19.2	9			21.4	7		
3	19.1	8			19.5	8			21.9	7		

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

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 (i.e.: 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

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	7.4	5.9	5.3	17.9	19.1	23.0
Expulsions	0.0	0.2	0.1	1.3	1.0	2.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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 2009-2010 included: : Installed new exterior siding where needed, installed a new slide, repaired drinking fountains, cleaned or replaced carpeting, painted areas needing touch up. Installed new concrete planters and landscaping. Remodeled 2 classrooms and moved 25+ classrooms over the summer on top of general maintenance. Wired several classes for overhead projectors.

School Facility Good Repair Status (School Year 2010–11)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
Interior: Interior Surfaces	n/a		X		Replace tile, remove water stain, fix clock, and repair carpet during intercessions'.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a	X			
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	X			
Overall Rating		X			n/a

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 at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	35	37	36	74

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	2008–09	2009–10	2010–11
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 Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0.0%
All Schools in District	100%	0.0%
High-Poverty Schools in District	100%	0.0%
Low-Poverty Schools in District	100%	0.0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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
Counselor (Social/Behavioral or Career Development)	-0-	n/a
Library Media Services Staff (paraprofessional)	0.8	n/a
Psychologist	0.4	n/a
Nurse	0.2	n/a
Speech/Language/Hearing Specialist	0.8	n/a
Resource Specialist (non-teaching)	1.0	n/a
Instructional Coach	2.0	n/a
Intervention Teacher	1.0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: <u>A Legacy of Literacy</u> 2002	0%	N
Reading/Language Arts	Houghton Mifflin Medallion Edition	0%	Y
Mathematics	Houghton Mifflin: <u>Mathematics</u> 2002	0%	N
Science	MacMillan: McGraw-Hill 2006	0%	Y
History-Social Science	Houghton Mifflin/ <u>History-Social Studies</u> 2005	0%	Y
Supplemental Curriculum	Hampton Brown: <u>Avenues</u> 2004 Renaissance Learning: <u>Accelerated Math</u> 2000 Renaissance Learning: <u>Accelerated Reading</u> 2000 Scholastic SRA	0%	Y

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8662			\$60315
District	\$8662			\$60315
Percent Difference – School Site and District	0%			0%
State	\$8532			\$64193
Percent Difference – School Site and State	2%			6%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

State Programs	
Program/Initiative	Amount
Economic Impact Aid/State Compensatory Education (SCE)	\$67,792
Economic Impact Aid/ English Learner (EL)	\$15,368
Federal Programs	
Program/Initiative	Amount
Title I, Part A	\$128,466

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$41,154
Mid-Range Teacher Salary	\$56,794	\$63,517
Highest Teacher Salary	\$78,473	\$80,951
Average Principal Salary (Elementary)	\$82,470	\$102,080
Average Principal Salary (Middle)	\$94,381	\$105,643
Average Principal Salary (High)		\$111,347
Superintendent Salary	\$130,904	\$150,626
Percent of Budget for Teacher Salaries	0.40%	0.40%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	29	41	33	34	43	43	46	50	52
Mathematics	50	51	49	42	46	48	43	46	48
Science	0	0	0	34	43	48	46	50	54
History-Social Science	0	0	0	20	32	41	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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
All Students in the LEA	43	48	N/A	N/A
All Students at the School	33	49	N/A	N/A
Male	30	54	N/A	N/A
Female	37	42	N/A	N/A
Black or African American	Ethnicity Group Data Not Available		N/A	N/A
American Indian or Alaska Native			N/A	N/A
Asian			N/A	N/A
Hispanic or Latino			N/A	N/A
White			N/A	N/A
Two or More Races			N/A	N/A
Socioeconomically Disadvantaged	47	44	N/A	N/A
English Learners	17	31	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

*N/A: Not a numerically significant subgroup – data not reported

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	3	3	4
Similar Schools	4	5	3

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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	19	27	-15
Socioeconomically Disadvantaged	23	25	-19
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	739	759	800
Black or African American	Ethnicity Group Data Not Available		731
American Indian or Alaska Native			753
Asian			910
Filipino			880
Hispanic or Latino			752
Native Hawaiian/Pacific Islander			794
White			868
Two or More Races			861
Socioeconomically Disadvantaged	722	745	747
English Learners	N/A	723	742
Students with Disabilities	N/A	N/A	648

*N/A: Not a numerically significant subgroup – data not reported

Adequate Yearly Progress

The federal Elementary and Secondary Education 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)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	100	100
Participation Rate - English-Language Arts	100	100
Participation Rate - Mathematics	100	99
Percent Proficient - English-Language Arts	33.7	44.0
Percent Proficient - Mathematics	49.8	48.5
API	739	759

Federal Intervention Program (School Year 2010–11)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

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 3
Number of Schools Currently in Program Improvement	n/a	2
Percent of Schools Currently in Program Improvement	n/a	33.3

XI. 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.
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