

# School Accountability Report Card

## School Year 2003-2004

*Published During 2004-2005*

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site: <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Palermo	District Name	Palermo Union Elementary
Principal	Kathleen Coleman	Superintendent	Sam Chimento
Street	7350 Bulldog Way	Street	7390 Bulldog Way
City, State, Zip	Palermo CA, 95968-9700	City, State, Zip	Palermo CA, 95968-
Phone Number	(530)533-4708	Phone Number	530-533-4842
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Web Site	<a href="http://www.palermoschools.org">www.palermoschools.org</a>	Web Site	<a href="http://www.palermoschools.org">www.palermoschools.org</a>
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### School Description

The Palermo Union School District is located approximately six miles south of Oroville, the county seat of Butte County. The Palermo community is a lower socioeconomic agricultural community encompassing an area of 75 square miles. The District consists of five schools: Helen Wilcox (K-4) Honcut (K-4), Palermo (5-8), and two Community Day Schools, K-6 and 6-8. Palermo School is located in the center of the Palermo community and has an enrollment of approximately 600 students. The total district enrollment is about 1303 students.

The District operates a state pre-school consisting of two classrooms on the Palermo School campus with an enrollment of approximately 98 children. Helen Wilcox houses a Child Development Center with an approximate enrollment of 18 preschoolers (3 to 5 years old), and 12 school age children. These two programs and Head Start in Oroville are feeder programs to both Helen Wilcox and Honcut schools, and the K-6 Community Day School.

The students of the Palermo Union School District belong to a community that has a rich multi-cultural heritage. According to October 2003 CBEDS, the demographic makeup of the students within the Palermo Union School District was as follows: 51% White, 20% American Indian, 18% Hispanic, 8% Asian, and 3% African American. Approximately 21% of our students' families receive public assistance through California Work Opportunity and Responsibility to Kids (CalWORKS). 78% of Palermo's students receive free or reduced lunches. 7% are children of migrant workers. 13% are students with exceptional needs (special education students), and 20% of the District's students are classified as English Language Learner (ELL) students.

Palermo School provides a Special Education Program, a Title VII Indian Education Program, GATE, and Music program. The district has an auxiliary support system that includes a music teacher, a school psychologist, computer and library media staff, special education teachers, a school nurse and health aides, and Indian Education instructional assistants. A bilingual aide works district-wide with English Learner students. Each school has multi-funded (Title I, and/or EIA) instructional aides for additional support.

## Mission

Palermo School is dedicated to preparing our students for the 21st century by providing each student with a quality education that includes the knowledge, confidence, and self-esteem to participate in a culturally diverse democracy as an effective and informed citizen. We believe that our schools have active, supportive parents and the Palermo Union School District warmly welcomes parents to be involved in their children's schools. We view this Single School Plan for Student Achievement as an opportunity to continue our communication and collaboration with parents, staff, and community as we continue to develop our partnerships. The elements and specifics provided in this plan will serve as a guide to the entire district and community.

We are committed to personalizing each student's program and instruction to the best of their ability, regardless of complexity. Emotional health, self-understanding, self-esteem and dignity are prime values in the education of the human being. Once these values are cultivated, the student begins to achieve and succeed in academic and social skills. 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 total staff. Working together, we will be up to the challenge.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	Kathleen Coleman, Principal	<b>Contact Person Phone Number</b>	530-533-4708
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 by attending School Site Council meetings.			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 5	135
Grade 6	141
Grade 7	151
Grade 8	140
<b>Total Enrollment</b>	<b>567</b>

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	18	3.2%	Hispanic or Latino	102	18%
Amer. Indian or Alaska Native	113	19.9%	Pacific Islander	0	0%
Asian-American	45	7.9%	White (Not Hispanic)	289	51%
Filipino-American	0	0%	Multiple or No Response	0	0%

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	4/7/2005	<b>Date Last Discussed with Staff</b>	4/1/2005
In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan is reviewed and updated and approved by the Governing Board annually. 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 District Comprehensive Safety Plan include: a plan of action for a coordinated district wide response to emergencies (i.e. natural disasters, evacuation from sites, terrorism, etc.). District wide discipline rules, Board Policies, legislative requirements, and emergency phones/contacts. 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.			

### School Programs and Practices that Promote a Positive Learning Environment

Before and after school supervision is provided by instructional aide before school and at lunch. Teachers are responsible for walking all students to the designated pick up area after school. Visitors to the campus are required to sign in and display a visitor's badge at all times. Students at Palermo are encouraged to treat other students, staff, and school property with respect. The school adheres to basic school rules outlined in the Student Handbook.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as

reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Suspensions (number)</b>	292	272	323	292	369	493
<b>Suspensions (rate)</b>	49.4	47.5	53.3	49.4	28.3	36.6
<b>Expulsions (number)</b>	20	15	14	20	17	18
<b>Expulsions (rate)</b>	3.3	2.62	2.3	3.3	1.3	1.3

### 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 7 portables ranging in age from 6 to 14 years. Rooms include an ELD classroom, a Federal Class Size Reduction classroom, 4 special day/resource classrooms, teacher work room and lunch room, a PE/Weight room, computer lab and library media center, a multi purpose/lunch room, and 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. Palermo playground is over two acres with blacktop and a large grass area. Large oaks 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. Emergency facilities needs specified in Education Code Section 17592.72(c)(1): (1) gas leaks; (2) nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; (3) electrical power failure; (4) major sewer line stoppage; (5) major pest or vermin infestation; (6) broken windows or exterior doors or gates that will not lock and that pose a security risk; (7) abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and (8) structural damage creating a hazardous or uninhabitable condition existed at the school site are monitored on an ongoing basis. Broken windows were replaced at Palermo this year.

**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 (summer, Christmas, and 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 (i.e., roofing, plumbing, heat and air, electrical system, interior/exterior painting, and floor systems). For the 2004-05 school year, deferred maintenance projects for Palermo School included upgrading blacktop and staff parking area.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

