

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

### Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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.

## Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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.

## About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Helen M. Wilcox Elementary	<b>District Name</b>	Palermo Union Elementary
<b>Street</b>	5737 Autrey Ln.	<b>Phone Number</b>	(530) 533-4842
<b>City, State, Zip</b>	Oroville, CA, 95966-7278	<b>Web Site</b>	<a href="http://www.palermoschools.org">www.palermoschools.org</a>
<b>Phone Number</b>	(530)533-7626	<b>Superintendent</b>	Samuel Chimento
<b>Principal</b>	Heather Scott, Principal	<b>E-mail Address</b>	<a href="mailto:schiment@palermoschools.org">schiment@palermoschools.org</a>
<b>E-mail Address</b>	<a href="mailto:hscott@palermoschools.org">hscott@palermoschools.org</a>	<b>CDS Code</b>	04615236003289

### School Description and Mission Statement (School Year 2010–11)

**Palermo** Union School District is comprised of six schools; Helen M. Wilcox Elementary School K-3, Honcut Elementary School K-2, Golden Hills 4-5, Palermo School 6-8, 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 2010–11)

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 2010–11)

Grade Level	Number of Students
<b>Kindergarten</b>	143
<b>Grade 1</b>	156
<b>Grade 2</b>	153
<b>Grade 3</b>	143
<b>Total Enrollment</b>	595

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
<b>Black or African American</b>	0.8%
<b>American Indian or Alaska Native</b>	7.1%
<b>Asian</b>	4.0%
<b>Hispanic or Latino</b>	31.8%
<b>Native Hawaiian or Pacific Islander</b>	0.3%
<b>White</b>	44.4%
<b>Two or More Races</b>	11.3%
<b>Socioeconomically Disadvantaged</b>	81.0%
<b>English Learners</b>	20.2%
<b>Students with Disabilities</b>	10.4%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19.9	8	0	0	20.3	8	0	0	17.9	8	0	0

1	19.5	8	0	0	22.7	7	0	0	19.4	8	0	0
2	19.2	9	0	0	21.4	7	0	0	19.0	8	0	0
3	19.5	8	0	0	21.9	7	0	0	20.5	8	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

## School Climate

### School Safety Plan (School Year 2010–11)

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	5.91%	5.29%	6.89%	19.09%	23.20%	17.86%
<b>Expulsions</b>	0.16%	0.32%	0.17%	1.04%	2.21%	2.17%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

**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 1-3<sup>rd</sup> 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 2010-2011 included:** Installed sidewalk in Pre-School, concrete curb and base rock on and around the fire lanes and a tree in Pre-school, new lawn areas with trees and sprinklers, ran new timers for sprinkler boxes and time clocks for planter boxes, repair main sewer line, remove old backstops and repair ball field. Installed new vinyl clad fencing around Pre-school.

**School Facility Good Repair Status (School Year 2011–12) Inspection date 8/9/11**

System Inspected	Repair Needed and Action Taken or Planned			Poor	Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces			X		All repairs completed by 1/10/12
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

**Teachers****Teacher Credentials**

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>	37	36	34	72
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0.0%
<b>All Schools in District</b>	100%	0.0%
<b>High-Poverty Schools in District</b>	100%	0.0%
<b>Low-Poverty Schools in District</b>	100%	0.0%

Note: 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.

**Support Staff**

**Academic Counselors and Other Support Staff (School Year 2010–11)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Social or Behavioral)	0.2	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	1.0	N/A
Intervention Teacher	1.0	N/A

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

**Curriculum and Instructional Materials****Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin: <u>A Legacy of Literacy</u> 2002	N	0%
Reading/Language Arts	Houghton Mifflin Medallion Edition	Y	0%
Mathematics	Houghton Mifflin: <u>Mathematics</u> 2002	N	0%
Science	MacMillan: McGraw-Hill 2006	Y	0%
History-Social Science	Houghton Mifflin/ <u>History-Social Studies</u> 2005	Y	0%
Supplemental Curriculum	Hampton Brown: <u>Avenues</u> 2004 Renaissance Learning: <u>Accelerated Math</u> 2000 Renaissance Learning: <u>Accelerated Reading</u> 2000 Scholastic SRA	Y	0%
		Y	0%

**School Finances****Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)**

Level	Total Expenditures Per Pupil	Average Teacher Salary
School Site	\$8374	\$61,065

District	\$8374	\$61,065
Percent Difference – School Site and District	0%	0%
State	\$8148	\$67,531
Percent Difference – School Site and State	9%	9%

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Types of Services Funded (Fiscal Year 2010–11)

State Programs	
Program/Initiative	Amount
Economic Impact Aid/State Compensatory Education (SCE)	\$32,908
Economic Impact Aid/ English Learner (EL)	\$47,773
Federal Programs	
Program/Initiative	Amount
Title I, Part A	\$152,012

## Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$41,183
Mid-Range Teacher Salary	\$56,794	\$63,647
Highest Teacher Salary	\$78,473	\$80,955
Average Principal Salary (Elementary)	\$83,149	\$102,400
Average Principal Salary (Middle)	\$94,833	\$106,158
Superintendent Salary	\$133,682	\$151,742
Percent of Budget for Teacher Salaries	40.00%	41.00%
Percent of Budget for Administrative Salaries	9.00%	6.00%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the *CDE STAR Results* Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	41%	34%	42%	43%	43%	43%	50%	52%	54%
<b>Mathematics</b>	51%	50%	55%	46%	48%	49%	46%	48%	50%
<b>Science</b>	0%	0%	0%	34%	48%	42%	50%	53%	56%
<b>History-Social Science</b>	0%	0%	0%	32%	41%	43%	41%	44%	48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	43%	49%	42%	43%
All Students at the School	42%	55%	0%	0%
Male	39%	53%	0%	0%
Female	45%	57%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	29%	45%	0%	0%
Asian	38%	38%	0%	0%
Hispanic or Latino	39%	50%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	48%	62%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	37%	51%	0%	0%
English Learners	32%	44%	0%	0%
Students with Disabilities	19%	38%	0%	0%

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.

## 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. For detailed information about the API, see the CDE *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	2008	2009	2010
<b>Statewide</b>	3	4	2

Similar Schools	5	3	5
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### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	27	-15	22
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Hispanic or Latino	39	-9	40
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	11	-39	33
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	25	-19	19
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	280	761	962	759	4,683,676	778
Black or African American	5	0	25	762	317,856	696
American Indian or Alaska Native	34	731	120	736	33,774	733
Asian	15	672	47	729	398,869	898
Hispanic or Latino	79	754	303	756	2,406,749	729
Native Hawaiian or Pacific Islander	4	0	7	0	26,953	764
White	143	779	457	772	1,258,831	845
Two or More Races	0	0	0	0	76,766	836
Socioeconomically Disadvantaged	232	741	792	741	2,731,843	726
English Learners	57	715	175	695	1,521,844	707
Students with Disabilities	28	565	100	654	521,815	595

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)**

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

**Federal Intervention Program (School Year 2011–12)**

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

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

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		3
Percent of Schools Currently in Program Improvement		50.0%

Note: Cells shaded in black do not require data.

**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.

**Helen M. Wilcox Elementary**

Palermo Union Elementary

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*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)