

Honcut

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

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., 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.



Heather Scott, Principal

Principal, Honcut

About Our School

The Honcut Staff recognizes that one of our foremost responsibilities is to see that our students learn to become socially and civically aware productive citizens. As you view our 2014-2015 School Accountability Report Card (SARC) please keep in mind that it takes all of us: parents, teachers, students and our community to ensure that our goals progress academically, socially and emotionally.

Sincerely,

Heather Scott

Contact

Honcut
68 School St.
Oroville, CA

Phone: 530-742-5284

E-mail: hscott@palmoschools.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Palermo Union Elementary
Phone Number	(530) 533-4842
Superintendent	Bryan Caples
E-mail Address	bcaples@palmerschools.org
Web Site	www.palmerschools.org

School Contact Information - Most Recent Year	
School Name	Honcut
Street	68 School St.
City, State, Zip	Oroville, Ca,
Phone Number	530-742-5284
Principal	Heather Scott, Principal
E-mail Address	hscott@palmerschools.org
County-District-School (CDS) Code	04615236089080

Last updated: 1/29/2016

School Description and Mission Statement - Most Recent Year

The Palermo Union School District is located approximately six miles south of Oroville, the county seat of Butte County. The District consists of six schools: Golden Hills (4-5), Helen Wilcox (K-3), Honcut School (K-2), Palermo (6-8), and two Community Day Schools (K-7 and 5-8). The total district enrollment is approximately 1,321 students. Honcut School, home of the Hornets, is a necessary small school located 22 miles south of Oroville. Enrollment is approximately 10.

The District operates a state pre-school on the Palermo School and Helen Wilcox campuses. These two programs and Head Start in Oroville are feeder programs to Honcut School. District schools have an auxiliary support system that includes a music teacher, a school psychologist, a school nurse, and a bilingual aide. Honcut has a multi-funded Title I and EIA instructional aide for additional support. Most special education student's needs are met at the Honcut site. However, students may be transferred to Helen Wilcox School for a more comprehensive program if needed. Honcut is unique in its size and location. The school has been instrumental in implementing the Response to Intervention (RTI) Model as well as focus groups, front-loading, after school tutoring, and the new Common Core State Standard.

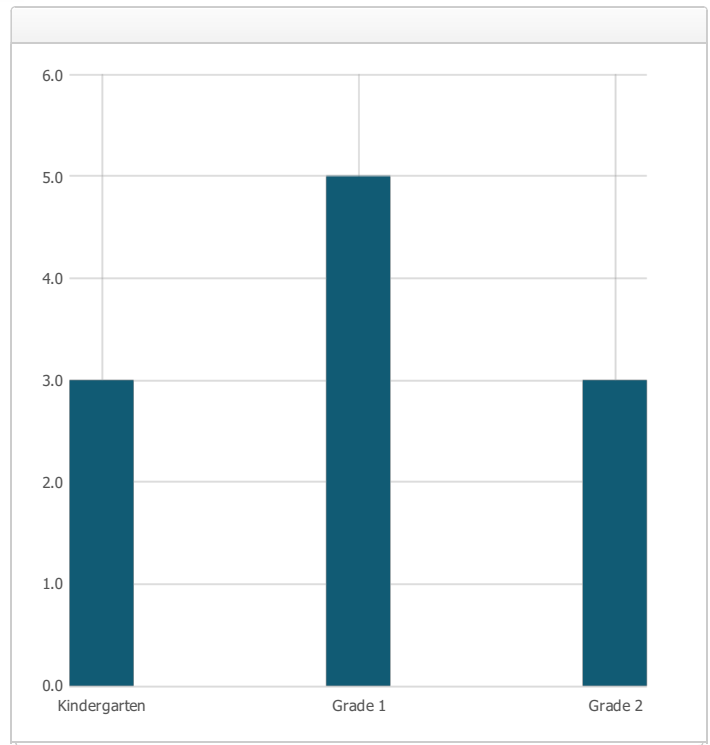
School Goals: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2014-2015. Progress Indicators: STAR, AYP, and API are monitored annually. Local assessments, both formative and summative, are monitored weekly, each trimester, and at the end of the school year.

Mission: Honcut School is dedicated to preparing our students for the 21st century by providing each student with a quality education. We are committed to personalizing each student's program and instruction, regardless of complexity, to the best of their ability. 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 staff.

Last updated: 1/29/2016

Student Enrollment by Grade Level (School Year 2014-15)

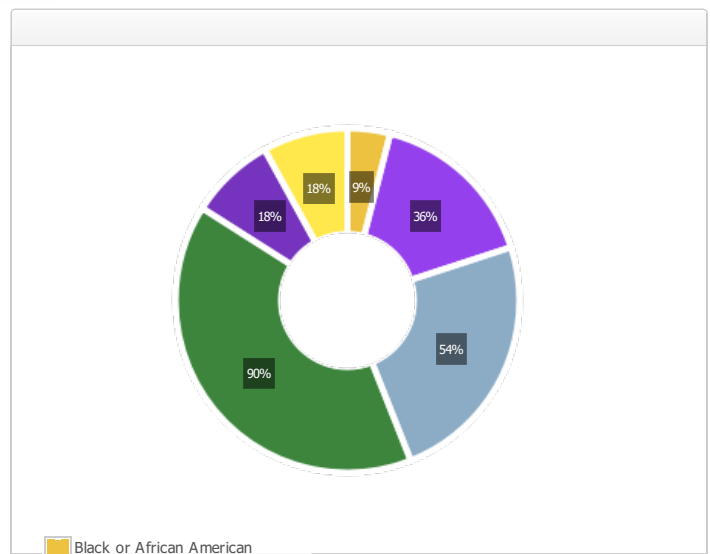
Grade Level	Number of Students
Kindergarten	3
Grade 1	5
Grade 2	3
Total Enrollment	11



Last updated: 1/29/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	9.1 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	36.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	54.5 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	90.9 %
English Learners	18.2 %
Students with Disabilities	18.2 %
Foster Youth	0.0 %



Last updated: 1/29/2016

A. Conditions of Learning

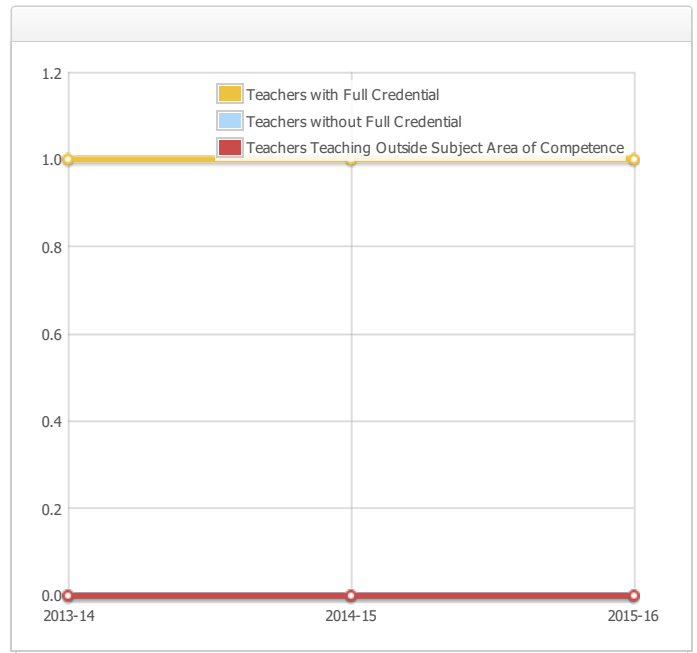
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

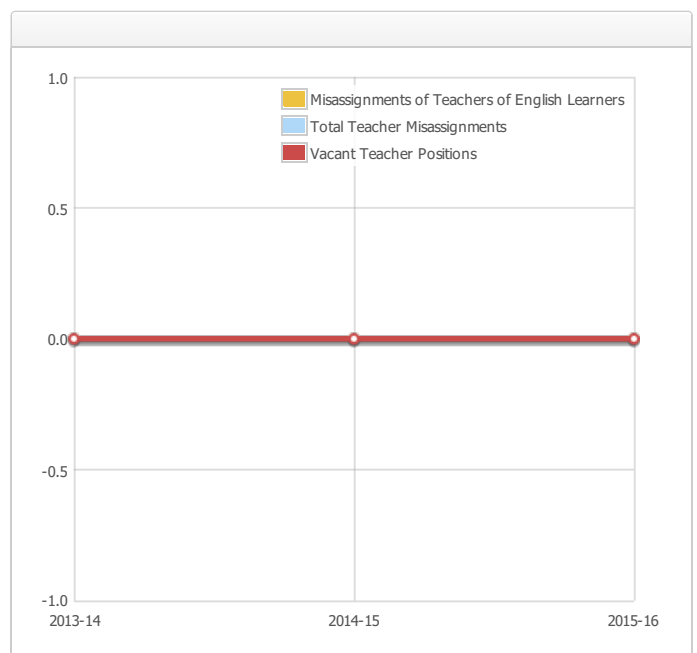
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	1	66
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Last updated: 1/25/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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
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	0.0%	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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin: A Legacy of Literacy 2002 Houghton Mifflin: Medallion Edition 2010	Yes	0.0 %
Mathematics	McGraw-Hill: My Math	Yes	0.0 %
Science	MacMillan: McGraw-Hill: California Sciency 2006	Yes	0.0 %
History-Social Science	Houghton Mifflin: History-Social Studies 2005	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/25/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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.

Teaching and learning space: Honcut has one classroom with a small computer station for student use and the food services distribution facility. Another room houses Butte County Office of Education (BCOE) library depository for student and staff use and serves as a teacher workroom. A third building houses the BCOE after school program. All buildings are portables and between ten to twelve years old. Student and staff restrooms are adequately maintained, clean and in working order. Honcut playground is adequate in size with sandy and grassy areas. Large oaks provide ample shade. Play structures are safe and adequately maintained.

Maintenance and repair: District maintenance staff 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).

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 component.

Facility Inspection Tool: August 14, 2015

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Carpet is worn and damaged in 2 classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	The siding needs to be repaired on the storage sheds.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	The blacktop needs to be sealed and the fence needs to be repaired.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2015

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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	--	32.0%	44.0%
Mathematics (grades 3-8 and 11)	--	19.0%	33.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Honcut School benefits from an active Parent Teacher Group (PTG) shared with Helen Wilcox School. The PTG works with the community on various fundraisers, organizes the spring carnival and potluck, and runs the Accelerated Reader Store. Parents are encouraged to serve on the School Site Council, (SSC). 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.

State Priority: Pupil Engagement

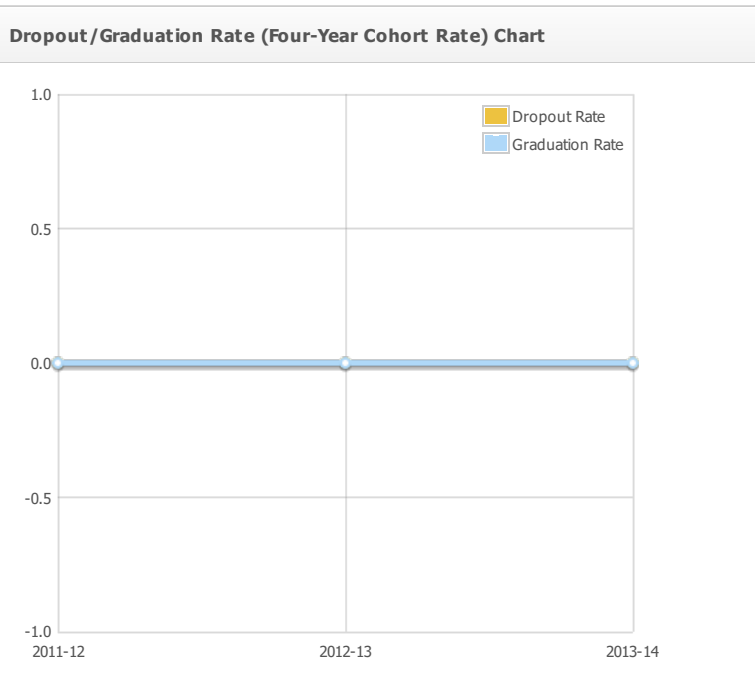
Last updated: 1/25/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00				78.87	80.44	80.95



Last updated: 1/25/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

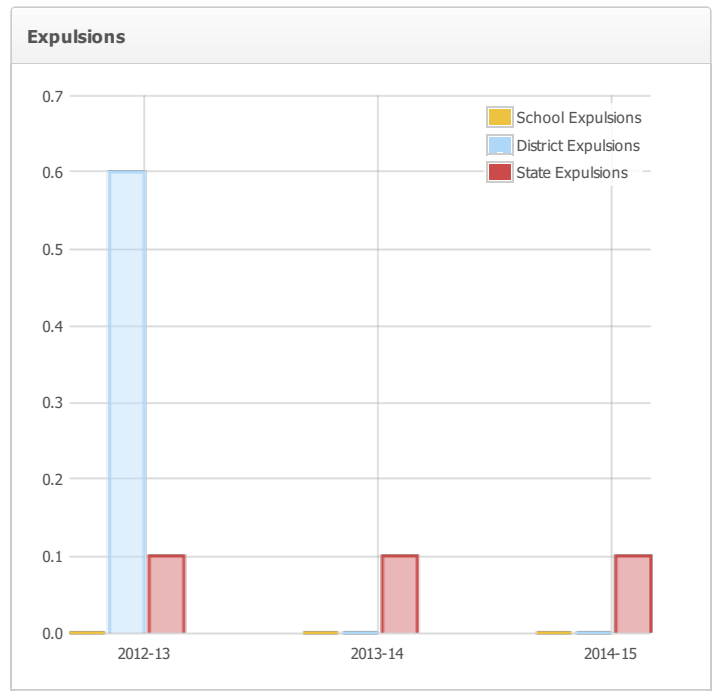
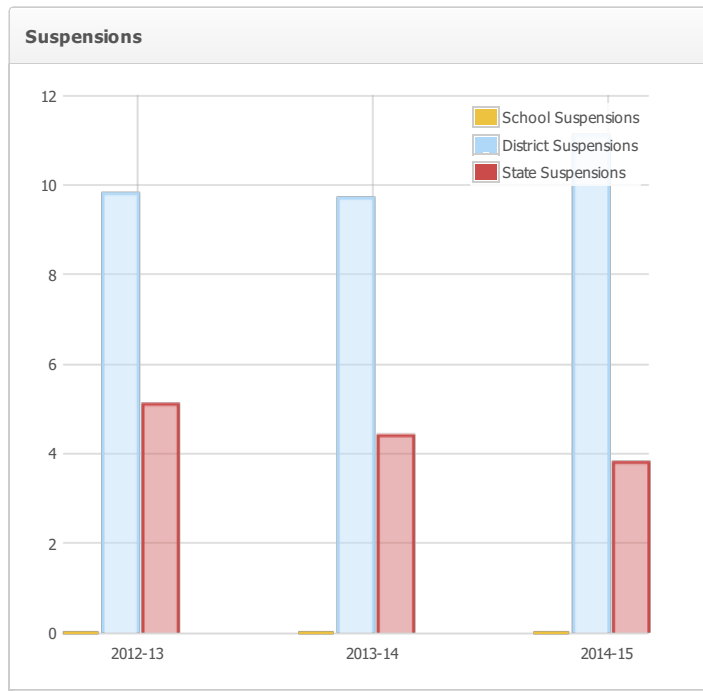
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	9.8	9.7	11.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.6	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2016

School Safety Plan - Most Recent Year

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's Emergency Conditions 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.

Last updated: 1/25/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 1/25/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/25/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	1			13.0	1						
1												
2												
3												
4												
5												
6												
Other									11.0	1		

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

Last updated: 1/25/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 1/28/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11814.0	\$1980.0	\$9834.0	\$70519.0
District	N/A	N/A	\$6784.0	\$63720.0
Percent Difference – School Site and District	N/A	N/A	145.0%	110.7%
State	N/A	N/A	\$5348.0	\$69086.0
Percent Difference – School Site and State	N/A	N/A	183.9%	102.1%

Note: Cells with N/A values do not require data.

Last updated: 1/28/2016

Types of Services Funded (Fiscal Year 2014-15)

Honcut Elementary School provides standards-based, high quality instruction to all students in all subject areas. Achievement data and student progress is regularly monitored in order to insure that students are assigned to appropriate classes and intervention services. Students that are not meeting grade level standards also receive instructional support from our educational specialists.

Title I funding supports improvement of the teaching and learning of children who are at risk of not meeting academic standards and reside in areas with high concentration of children from low-income families. It also provides additional academic support from instructional aides who work in the classroom under the guidance of a credentialed teacher.

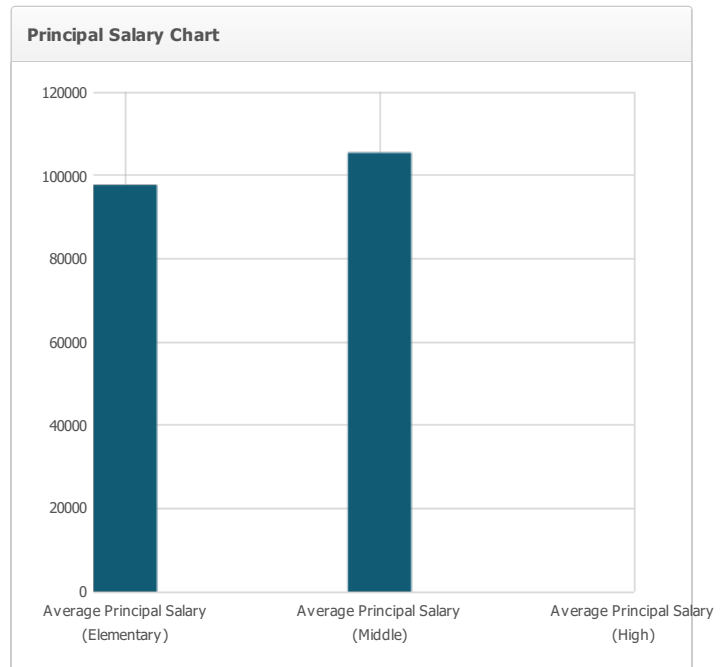
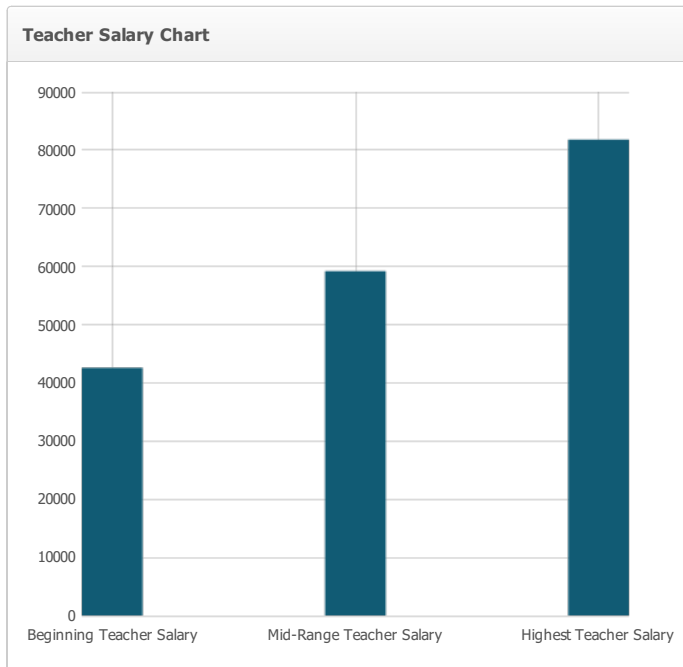
Title VII funding is used to provide Indian Education students with additional academic support from an instructional aide who provides in-class assistance. English Language Learners who have not yet reached fluency receive approximately 30 minutes of English Language instruction daily, in addition to their core Reading/ELA classes.

Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,603	\$42,723
Mid-Range Teacher Salary	\$59,208	\$65,936
Highest Teacher Salary	\$81,808	\$84,545
Average Principal Salary (Elementary)	\$97,686	\$106,864
Average Principal Salary (Middle)	\$105,432	\$110,494
Average Principal Salary (High)	--	\$103,499
Superintendent Salary	\$130,313	\$159,133
Percent of Budget for Teacher Salaries	39.0%	40.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/28/2016

Professional Development – Most Recent Three Years

The district schedules staff development on non-contract days or after school hours: afterschool workshops, conference attendance, individual mentoring, and PLC. Areas of focus for staff development is selected based on needs of district from achievement data. Teachers are supported through teacher-principal meetings and professional learning communities.

PUSD teachers engage in active staff development throughout the year by attending in-District training sessions given by staff and consultants, as well as site-based sessions presented at staff meetings, committee/grade level meetings, and during formal observation post conferences. Staff development has focused on fostering the Explicit Direct Instruction (EDI) and professional collaborative teams. District and site sessions, as well as follow-up classroom observation and feedback have been provided on the following topics: Student Engagement, Checking for Understanding-TAPPE, Corrective Feedback, and Delivering Information.

Last updated: 1/25/2016