

Palermo

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 and the county. 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.

Kathleen Andoe-Nolind, Principal

 Principal, Palermo

About Our School

At Palermo School, we believe that we can achieve our fundamental purpose establishing and maintaining a school culture that allows high levels of learning for all students if we work together towards this common goal. It is our desire to cultivate a culture of collaboration through the development of high performing instructional teams. We are committed to maintaining a safe environment where all students can learn and grow to their fullest potential.

Contact

Palermo
7350 Bulldog Way
Palermo, CA 95968-9700

Phone: 530-533-4708
E-mail: kandoe@palemoschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 (School Year 2016-17)	
School Name	Palermo
Street	7350 Bulldog Way
City, State, Zip	Palermo, Ca, 95968-9700
Phone Number	530-533-4708
Principal	Kathleen Andoe-Nolind, Principal
E-mail Address	kandoe@palmerschools.org
Web Site	http://palmermiddle.palmerschools.org/
County-District-School (CDS) Code	04615236003297

Last updated: 1/25/2017

School Description and Mission Statement (School Year 2016-17)

The Palermo Union School District is located approximately six miles south of Oroville, the county seat of Butte County. The Palermo community is a rural, agricultural community encompassing an area of 75 square miles. The District consists of five schools: Helen Wilcox (K-3), Honcut (K-2), Golden Hills (4-5), Palermo (6-8), and the Palermo Community Day School. The Palermo School campus is located in the center of the Palermo community and has an enrollment of approximately 399 students. The total district enrollment is approximately 1,371 students.

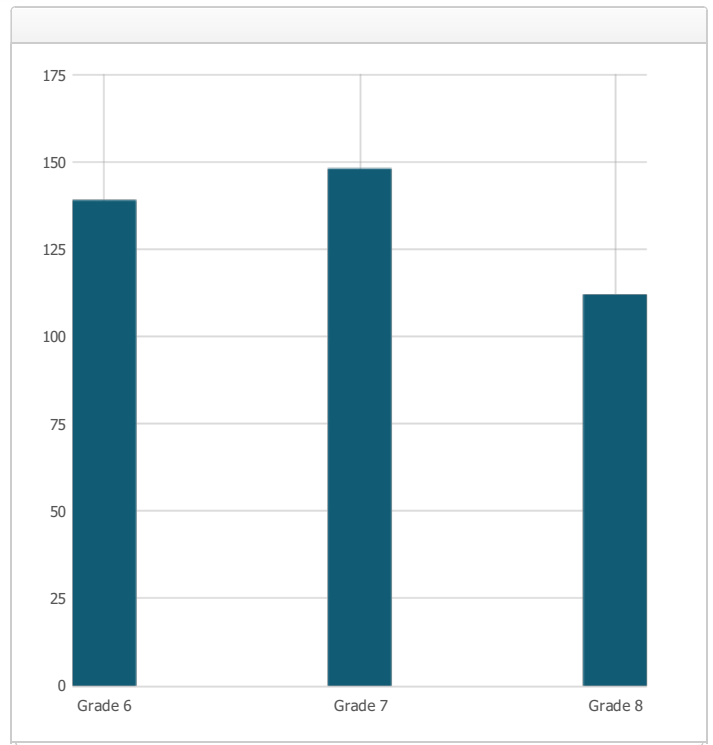
Palermo School's goal is to insure that all students have the opportunity and support needed to meet or exceed the grade level standards. At a minimum, attaining proficiency or advanced proficiency in reading and mathematics. State standardized and local measures for academic growth, both formative and summative are monitored weekly, each trimester, and at the end of the school year. We provide a standards based education for all students via the implementation and support of a Professional Learning Communities model. The teaching staff and administrators continue to develop and implement curriculum, programs and strategies to assist students in achieving and/or exceeding grade level standards. Intervention strategies/opportunities are built into the school day for students who have not mastered grade level standards. Certificated teachers also provide after school tutoring at all grade levels.

The Mission of Palermo School and the Palermo Union School District is to provide a variety of educational programs, in a safe and mutually respectful environment that are effective, accessible, and equitable; prepare students for leadership, employment, and citizenship; and promote students' intellectual, ethical, cultural, emotional, moral, social, and physical growth. Working together with students, families, and community in a cooperative effort, we will provide a rigorous, standards based educational program to ensure that all students are successful life-long learners, in a safe, caring, moral, drug free, and supportive environment, with the ultimate goal that they will become successful, productive, and responsible citizens.

Last updated: 1/27/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	139
Grade 7	148
Grade 8	112
Total Enrollment	399



Last updated: 1/25/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	5.8 %
Asian	4.0 %
Filipino	0.0 %
Hispanic or Latino	36.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	42.1 %
Two or More Races	9.8 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.7 %
English Learners	8.3 %
Students with Disabilities	9.0 %
Foster Youth	1.0 %

Last updated: 1/25/2017

A. Conditions of Learning

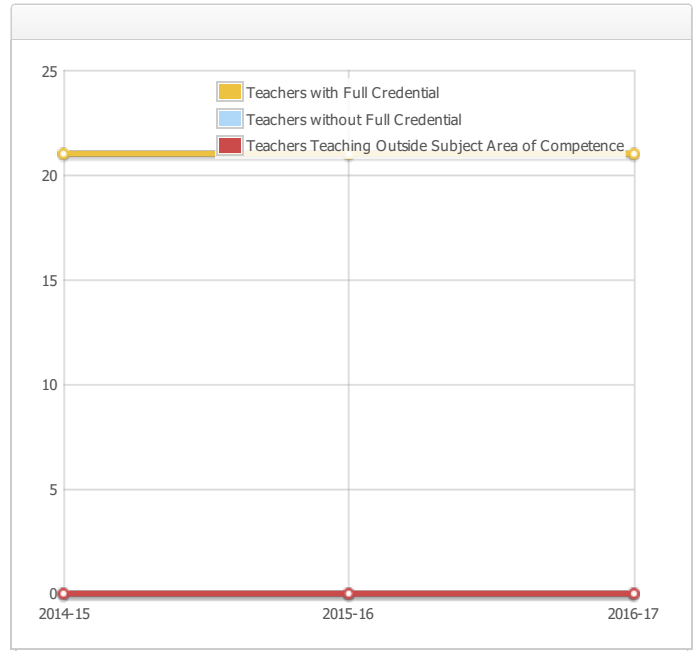
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	21	21	70
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/26/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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.

Last updated: 1/25/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: April 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All instruction is designed to address the California Common Core State Standards. The California Department of Education released the list of approved ELA/Reading materials in November 2015. Pending the completion of the site review and tadoption process, our grade level teaching teams continue to utilize various materials that address the new grade level standards. They also continue to use our previous adoption, Timeless Voices Timeless Themes (Prentice Hall, 2002) as a resource, as they design and build curriculum to address the common core standards. Grade level instructional team have reviewed the approved curriculum and selected StudySync (McGraw-Hill) to pilot in 2016-2017.	No	0.0 %
Mathematics	All instruction is designed to meet the California Common Core Standards. Currently, are instructional teams are using the California Preparatory Mathematics curriculum.	Yes	0.0 %
Science	Focus on Earth, Life and Physical Science (CPO, 2006). Due to the suspension of the state curriculum adoption cycle, we continue to utilize the science curriculum from the 2006 adoption.	Yes	0.0 %
History-Social Science	History Alive! (TCI, 2005). Due to the suspension of the state curriculum adoption cycle, we continue to utilize the science curriculum from the 2005 adoption.	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

The Palermo Union School District takes pride in ensuring that all schools are clean, safe, and functional. To assist in this effort, the district utilizes a facility inspection tool developed by the State of California OPSC to monitor the overall condition of the school grounds and facilities.

Classrooms and all learning environments utilized by students and staff are cleaned on a nightly basis. Restrooms are in good working order and are cleaned nightly; in addition they are also cleaned, as needed, throughout the school day. On site custodial and maintenance staff ensure that issue involving cleanliness and/or safety are addressed immediately.

The Palermo School playground covers over two acres which includes grass playing fields and a large black top area. Large trees provide ample shade. Play structures and concrete picnic tables and benches are maintained in safe and working order. The swing and bar area is filled with rubber chips in order to provide a safe surface under those play structures. District maintenance staff ensure that any necessary repairs are completed in a timely manner.

Maintenance projects for 2015-2016 included: Routine maintenance and upkeep of all facilities.

Last updated: 1/27/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replace and repair worn and/or damaged carpet. Replace ceiling tiles as needed. Paint interior surfaces.
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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Playground resurfacing and fence/gate repair.

Overall Facility Rate

Year and month of the most recent FIT report: September 2015

Overall Rating	Good
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Last updated: 1/26/2017

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	30.0%	33.0%	31.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	14.0%	14.0%	19.0%	21.0%	34.0%	36.0%

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.

Last updated: 1/26/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	120	90.2%	25.0%
Male	69	61	88.4%	16.4%
Female	64	59	92.2%	33.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	47	85.5%	21.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.2%	30.2%
Two or More Races	11	8	72.7%	--
Socioeconomically Disadvantaged	83	73	88.0%	19.2%
English Learners	11	10	90.9%	--
Students with Disabilities	16	15	93.8%	6.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	127	86.4%	32.3%
Male	63	56	88.9%	28.6%
Female	84	71	84.5%	35.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	41	93.2%	29.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	54	79.4%	29.6%
Two or More Races	17	14	82.4%	57.1%
Socioeconomically Disadvantaged	53	46	86.8%	21.7%
English Learners	12	12	100.0%	8.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/26/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	106	102	96.2%	32.4%
Male	55	53	96.4%	30.2%
Female	51	49	96.1%	34.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.2%	22.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	43	95.6%	32.6%
Two or More Races	11	11	100.0%	72.7%
Socioeconomically Disadvantaged	48	48	100.0%	27.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	120	90.2%	10.8%
Male	69	61	88.4%	4.9%
Female	64	59	92.2%	17.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	47	85.5%	8.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.2%	11.3%
Two or More Races	11	8	72.7%	--
Socioeconomically Disadvantaged	83	73	88.0%	6.9%
English Learners	11	10	90.9%	--
Students with Disabilities	16	15	93.8%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	127	86.4%	16.5%
Male	63	56	88.9%	17.9%
Female	84	71	84.5%	15.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	41	93.2%	14.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	54	79.4%	14.8%
Two or More Races	17	14	82.4%	42.9%
Socioeconomically Disadvantaged	53	46	86.8%	6.5%
English Learners	12	12	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	106	102	96.2%	14.7%
Male	55	53	96.4%	17.0%
Female	51	49	96.1%	12.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.2%	8.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	43	95.6%	18.6%
Two or More Races	11	11	100.0%	27.3%
Socioeconomically Disadvantaged	48	48	100.0%	8.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56.0%	48.0%	65.0%	55.0%	54.0%	67.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/26/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	108	103	95.4%	65.1%
Male	56	54	96.4%	64.8%
Female	52	49	94.2%	65.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	37	36	97.3%	61.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	43	95.6%	58.1%
Two or More Races	11	11	100.0%	90.9%
Socioeconomically Disadvantaged	49	49	100.0%	55.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/26/2017

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.9%	18.3%	11.5%

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.

Last updated: 1/26/2017

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 (School Year 2016-17)

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 by: monitoring school attendance and homework completion, participating in extracurricular activities, volunteering at school, and planning and participating in activities at home that are supportive of classroom activities. Parents are able to participate in the decision-making processes at the school via the LCAP development, School Site Council, Title VII Indian Education Parent Committee, and the English Learner Advisory Committee (ELAC).

For information on how to get involved in any of these groups or activities, please contact the school office at (530) 533-4708.

State Priority: Pupil Engagement

Last updated: 1/26/2017

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

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

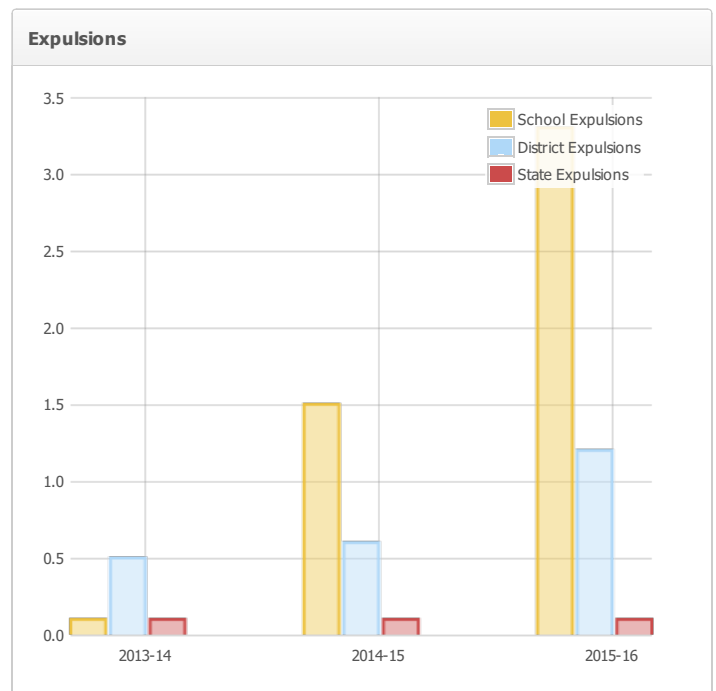
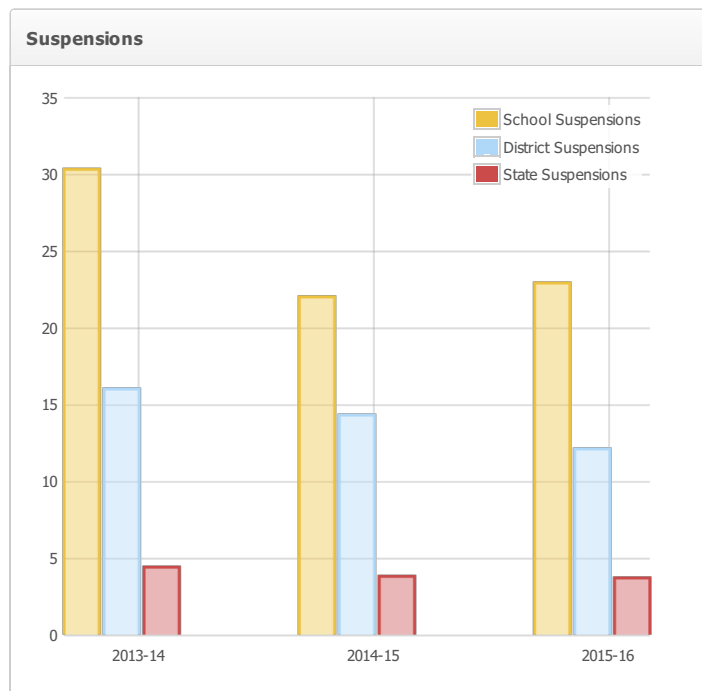
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	30.3	22.0	22.9	16.0	14.3	12.1	4.4	3.8	3.7
Expulsions	0.1	1.5	3.3	0.5	0.6	1.2	0.1	0.1	0.1



Last updated: 1/27/2017

School Safety Plan (School Year 2016-17)

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.

Last updated: 1/26/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

Note: Cells with NA values do not require data.

Last updated: 1/26/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	23.0	14	27	3	25.0	8	36	2	23.0	0	6	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/26/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	6	19	1	22.0	13	12	0	20.0	7	5	0
Mathematics	21.0	7	9	0	19.0	8	6	0	21.9	5	5	0
Science	23.0	5	6	1	23.0	3	8	0	24.0	4	6	0
Social Science	23.0	3	8	0	23.0	4	7	0	27.3	1	7	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	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: 1/26/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8441.0	\$1994.0	\$6447.0	\$61344.0
District	N/A	N/A	\$7049.0	\$66279.0
Percent Difference – School Site and District	N/A	N/A	91.5%	92.6%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	113.6%	82.8%

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

Last updated: 1/26/2017

Types of Services Funded (Fiscal Year 2015-16)

Palermo School provides standards based, high quality instruction to all students in all subject areas. In addition, we also provide additional academic support and supplemental services through the use of intervention classes within the school day and after school tutoring. Achievement data and student progress is regularly monitored in order to ensure 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 specialist staff.

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 40 minutes of English Language instruction daily in addition to their core Reading/ELA classes.

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.

Last updated: 1/26/2017

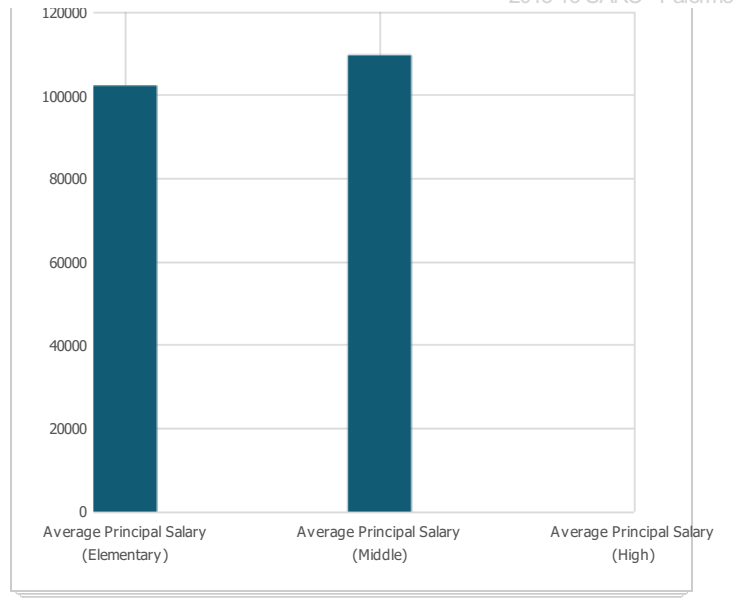
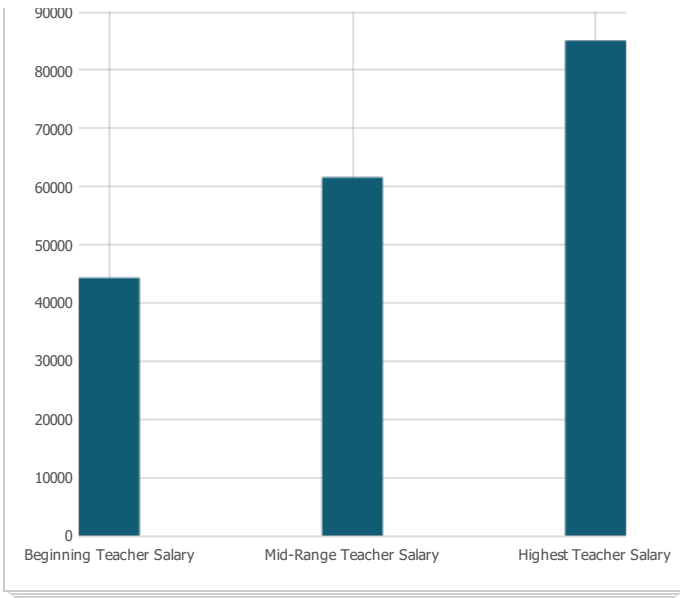
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,307	\$44,507
Mid-Range Teacher Salary	\$61,576	\$68,910
Highest Teacher Salary	\$85,080	\$88,330
Average Principal Salary (Elementary)	\$102,329	\$111,481
Average Principal Salary (Middle)	\$109,650	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$125,000	\$169,821
Percent of Budget for Teacher Salaries	39.0%	39.0%
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/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/26/2017

Professional Development

The district schedules staff development on non-student days and/or non-contract days, or during after school hours. Staff development is delivered through after school workshops, conference attendance, individual mentoring, and PLC. Areas of focus for staff development are selected based on need, as shown in 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 provided 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) strategies and techniques, and professional collaborative teams. District and site sessions, as well as follow-up classroom observations and feedback have been provided on the following topics: Student Engagement, Checking for Understanding-TAPPLE, Corrective Feedback, and instructional strategies.

Last updated: 1/26/2017