

Palermo

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.

Kathleen Andoe, Principal

 Principal, Palermo

About Our School

At Palermo School, we believe that we can achieve our fundamental purpose of high levels of learning for all students if we work together towards this common goal. This involves parents, teachers, paraprofessionals, and students collectively. It is our desire to cultivate a culture of collaboration through the development of high performing 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 - 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	Palermo
Street	7350 Bulldog Way
City, State, Zip	Palermo, Ca, 95968-9700
Phone Number	530-533-4708
Principal	Kathleen Andoe, Principal
E-mail Address	kandoe@palmerschools.org
Web Site	http://palmormiddle.palmerschools.org/
County-District-School (CDS) Code	04615236003297

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 Palermo community is a rural, agricultural community encompassing an area of 75 square miles. The District consists of six 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 405 students. The total district enrollment is approximately 1,347 students.

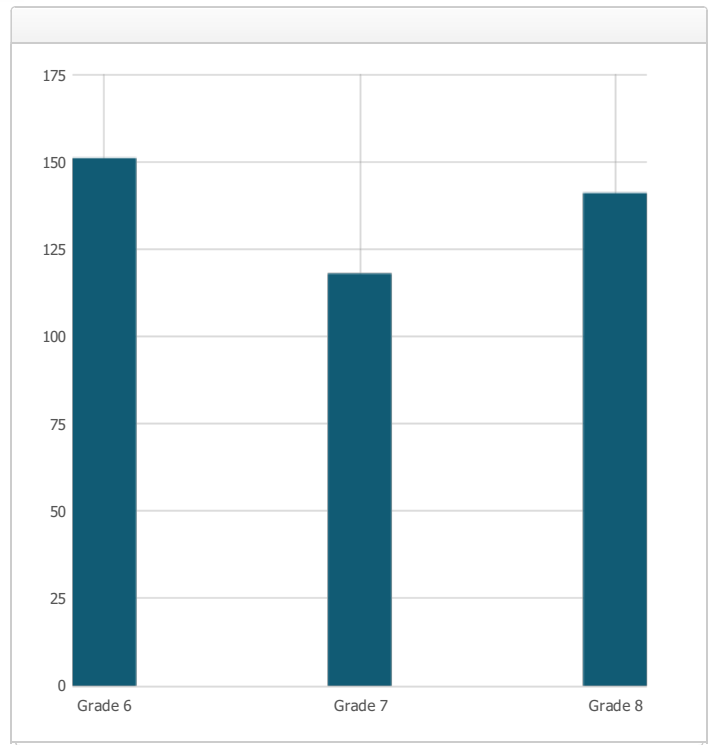
Palermo School's goal is to insure that all students reach high standards, at a minimum, attaining proficiency or advanced proficiency in reading and mathematics. Progress Indicators- CAASPP results, AYP, and API- are monitored annually. Local assessments, both formative and summative are monitored weekly, each trimester, and at the end of the school year. We provide a standards based education for all students by the implementation and support of a Professional Learning Community 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: 1/29/2016

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

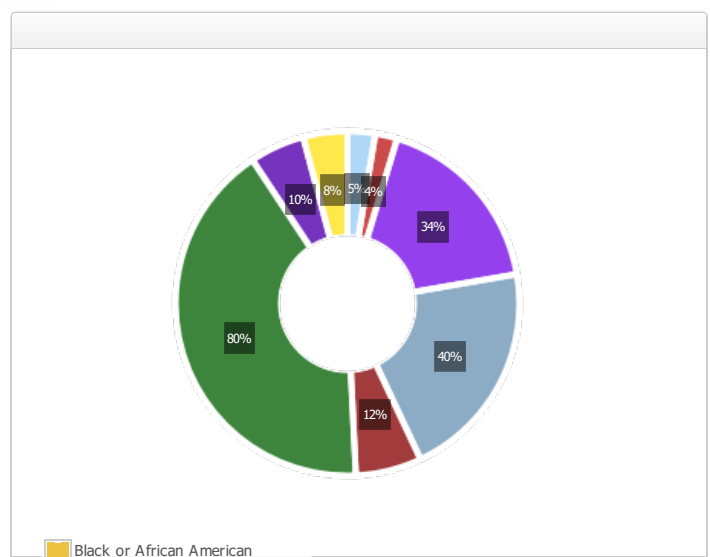
Grade Level	Number of Students
Grade 6	151
Grade 7	118
Grade 8	141
Total Enrollment	410



Last updated: 1/29/2016

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

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	5.4 %
Asian	4.9 %
Filipino	0.0 %
Hispanic or Latino	34.6 %
Native Hawaiian or Pacific Islander	0.5 %
White	40.5 %
Two or More Races	12.9 %
Socioeconomically Disadvantaged	80.0 %
English Learners	10.2 %
Students with Disabilities	8.8 %
Foster Youth	0.7 %



Last updated: 1/29/2016

A. Conditions of Learning

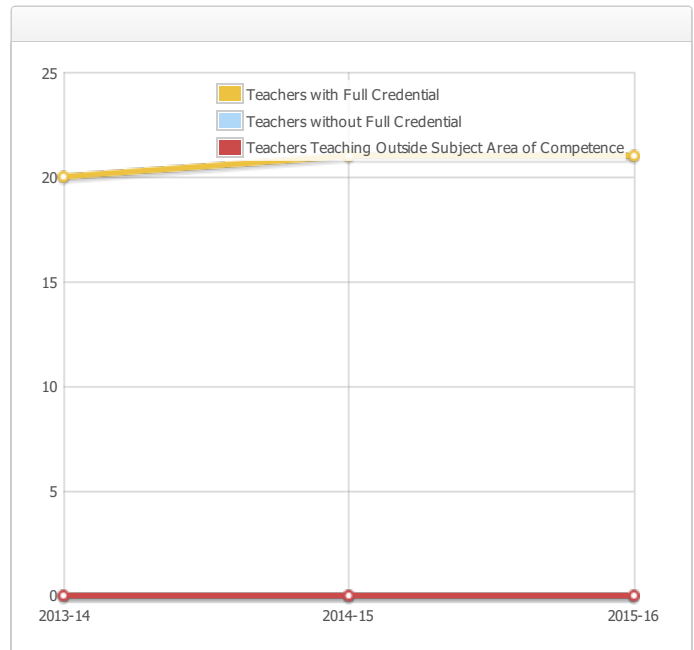
State Priority: Basic

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

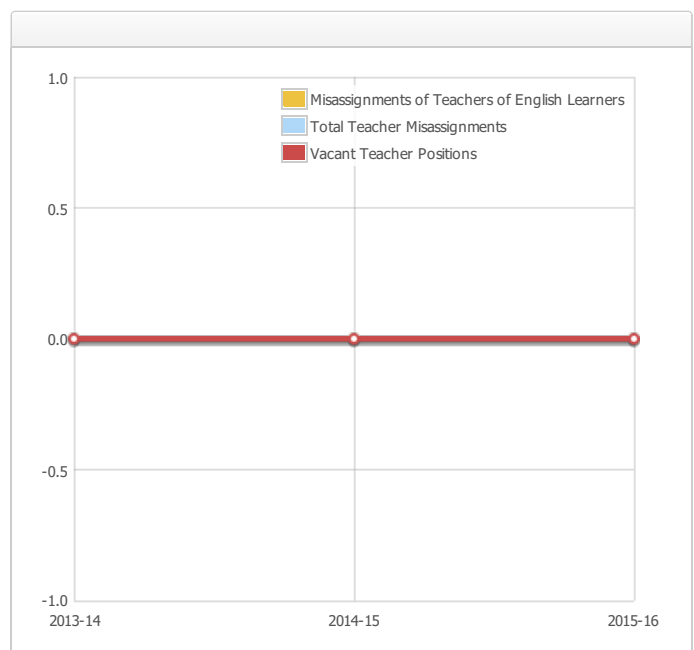
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	21	21	66
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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: 1/29/2016

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: May 2015

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 has been reviewing materials for adoption and released the list of approved materials in November 2015. Grade level instructional teams will be reviewing and selecting materials for district adoption and implementation. Until the adoption process is complete, 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.	No	0.0 %
Mathematics	All instruction is designed to address the California Common Core State Standards. Currently, our instructional teams are using California Preparatory Mathematics from the most recent math adoption	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 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 history/social studies 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)			0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The Palermo Union School District takes great efforts to ensure 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.

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 for 2013-2014 included: Routine maintenance and upkeep of all facilities, installation of rubber chips around playground structures.

Last updated: 1/29/2016

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)	33.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	14.0%	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: 1/28/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	154	140	90.9%	39.0%	24.0%	31.0%	6.0%
Male	154	60	39.0%	38.0%	22.0%	33.0%	5.0%
Female	154	80	51.9%	39.0%	25.0%	30.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	154	5	3.2%	--	--	--	--
Asian	154	8	5.2%	--	--	--	--
Filipino	154	1	0.6%	--	--	--	--
Hispanic or Latino	154	45	29.2%	31.0%	29.0%	33.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	154	62	40.3%	44.0%	24.0%	27.0%	3.0%
Two or More Races	154	17	11.0%	29.0%	18.0%	35.0%	18.0%
Socioeconomically Disadvantaged	154	109	70.8%	40.0%	22.0%	33.0%	4.0%
English Learners	154	15	9.7%	60.0%	33.0%	7.0%	0.0%
Students with Disabilities	154	12	7.8%	83.0%	17.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	124	115	92.7%	43.0%	29.0%	24.0%	3.0%
Male	124	56	45.2%	55.0%	23.0%	20.0%	2.0%
Female	124	59	47.6%	32.0%	34.0%	29.0%	3.0%
Black or African American	124	2	1.6%	--	--	--	--
American Indian or Alaska Native	124	7	5.6%	--	--	--	--
Asian	124	5	4.0%	--	--	--	--
Filipino	124	2	1.6%	--	--	--	--
Hispanic or Latino	124	42	33.9%	48.0%	31.0%	21.0%	0.0%
Native Hawaiian or Pacific Islander	124	1	0.8%	--	--	--	--
White	124	43	34.7%	40.0%	33.0%	23.0%	5.0%
Two or More Races	124	13	10.5%	38.0%	15.0%	46.0%	0.0%
Socioeconomically Disadvantaged	124	94	75.8%	46.0%	29.0%	23.0%	1.0%
English Learners	124	13	10.5%	92.0%	0.0%	8.0%	0.0%
Students with Disabilities	124	8	6.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	138	131	94.9%	27.0%	40.0%	31.0%	2.0%
Male	138	61	44.2%	34.0%	36.0%	28.0%	2.0%
Female	138	70	50.7%	20.0%	43.0%	33.0%	3.0%
Black or African American	138	1	0.7%	--	--	--	--
American Indian or Alaska Native	138	8	5.8%	--	--	--	--
Asian	138	7	5.1%	--	--	--	--
Filipino	138	1	0.7%	--	--	--	--
Hispanic or Latino	138	48	34.8%	35.0%	42.0%	19.0%	2.0%
Native Hawaiian or Pacific Islander	138	1	0.7%	--	--	--	--
White	138	43	31.2%	16.0%	47.0%	37.0%	0.0%
Two or More Races	138	22	15.9%	36.0%	27.0%	27.0%	9.0%
Socioeconomically Disadvantaged	138	104	75.4%	30.0%	41.0%	28.0%	0.0%
English Learners	138	15	10.9%	60.0%	27.0%	7.0%	0.0%
Students with Disabilities	138	11	8.0%	55.0%	36.0%	0.0%	0.0%
Students Receiving Migrant Education Services	138	2	1.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	154	140	90.9%	56.0%	29.0%	11.0%	3.0%
Male	154	60	39.0%	58.0%	23.0%	12.0%	5.0%
Female	154	80	51.9%	55.0%	33.0%	11.0%	1.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	154	5	3.2%	--	--	--	--
Asian	154	8	5.2%	--	--	--	--
Filipino	154	1	0.6%	--	--	--	--
Hispanic or Latino	154	45	29.2%	49.0%	38.0%	9.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	154	62	40.3%	58.0%	26.0%	13.0%	2.0%
Two or More Races	154	17	11.0%	53.0%	18.0%	24.0%	6.0%
Socioeconomically Disadvantaged	154	109	70.8%	57.0%	31.0%	9.0%	2.0%
English Learners	154	15	9.7%	93.0%	7.0%	0.0%	0.0%
Students with Disabilities	154	12	7.8%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/28/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	124	117	94.4%	47.0%	40.0%	10.0%	2.0%
Male	124	58	46.8%	48.0%	36.0%	12.0%	2.0%
Female	124	59	47.6%	46.0%	44.0%	8.0%	2.0%
Black or African American	124	2	1.6%	--	--	--	--
American Indian or Alaska Native	124	8	6.5%	--	--	--	--
Asian	124	5	4.0%	--	--	--	--
Filipino	124	2	1.6%	--	--	--	--
Hispanic or Latino	124	42	33.9%	55.0%	31.0%	12.0%	2.0%
Native Hawaiian or Pacific Islander	124	1	0.8%	--	--	--	--
White	124	44	35.5%	50.0%	34.0%	11.0%	2.0%
Two or More Races	124	13	10.5%	8.0%	77.0%	15.0%	0.0%
Socioeconomically Disadvantaged	124	96	77.4%	49.0%	41.0%	7.0%	2.0%
English Learners	124	13	10.5%	77.0%	23.0%	0.0%	0.0%
Students with Disabilities	124	8	6.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	138	131	94.9%	45.0%	38.0%	14.0%	2.0%
Male	138	61	44.2%	48.0%	41.0%	10.0%	2.0%
Female	138	70	50.7%	43.0%	36.0%	17.0%	3.0%
Black or African American	138	1	0.7%	--	--	--	--
American Indian or Alaska Native	138	8	5.8%	--	--	--	--
Asian	138	7	5.1%	--	--	--	--
Filipino	138	1	0.7%	--	--	--	--
Hispanic or Latino	138	48	34.8%	50.0%	33.0%	10.0%	4.0%
Native Hawaiian or Pacific Islander	138	1	0.7%	--	--	--	--
White	138	43	31.2%	30.0%	53.0%	16.0%	0.0%
Two or More Races	138	22	15.9%	59.0%	32.0%	5.0%	5.0%
Socioeconomically Disadvantaged	138	104	75.4%	48.0%	36.0%	14.0%	1.0%
English Learners	138	15	10.9%	73.0%	13.0%	7.0%	0.0%
Students with Disabilities	138	11	8.0%	91.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	138	2	1.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/28/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54.0%	56.0%	48.0%	52.0%	55.0%	54.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/28/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54.0%
All Students at the School	48.0%
Male	57.0%
Female	39.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	40.0%
Native Hawaiian or Pacific Islander	--
White	53.0%
Two or More Races	45.0%
Socioeconomically Disadvantaged	45.0%
English Learners	21.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/28/2016

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.0%	26.7%	12.1%

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: 1/28/2016

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

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: 1/29/2016

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

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

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	--	--	--

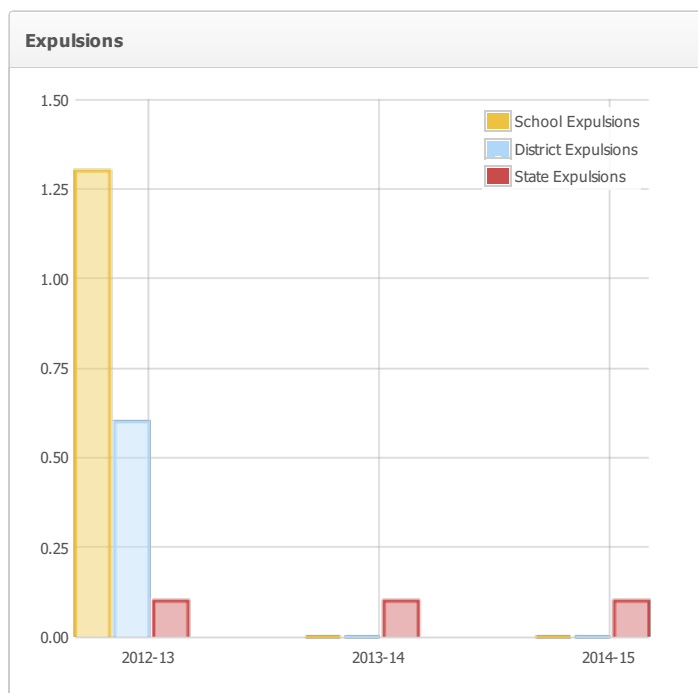
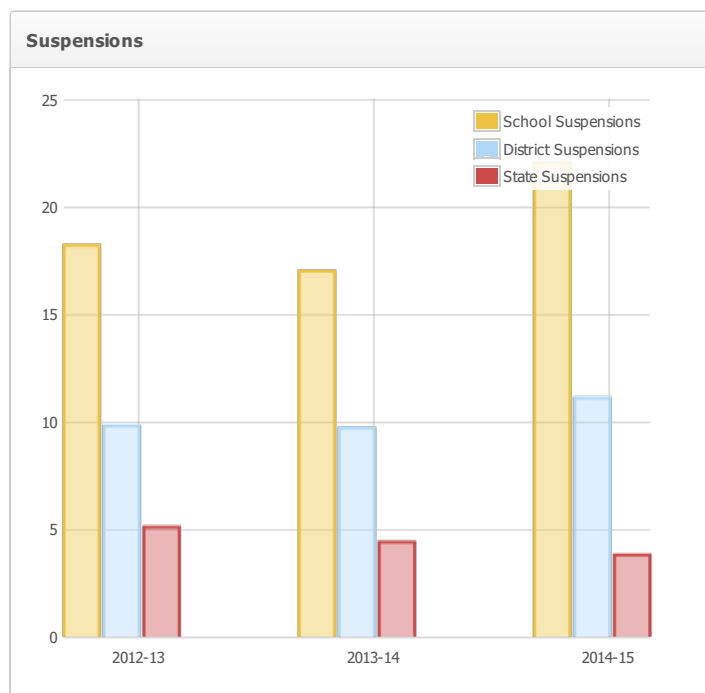
State Priority: School Climate

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	18.2	17.0	22.0	9.8	9.7	11.1	5.1	4.4	3.8
Expulsions	1.3	0.0	0.0	0.6	0.0	0.0	0.1	0.1	0.1



Last updated: 1/28/2016

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 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: 1/29/2016

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: 1/29/2016

Federal Intervention Program (School Year 2015-16)

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	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/29/2016

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												
1												
2												
3												
4												
5												
6	26.0	5	39	2	23.0	14	27	3	25.0	8	36	2
Other												

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

Last updated: 1/29/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	11	14	3	25.0	6	19	1	22.0	13	12	
Mathematics	19.0	9	7		21.0	7	9		19.0	8	6	
Science	23.0	4	7	1	23.0	5	6	1	23.0	3	8	
Social Science	24.0	3	8		23.0	3	8		23.0	4	7	

* 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: 1/29/2016

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)	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: 1/29/2016

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	\$8185.0	\$1816.0	\$6369.0	\$62061.0
District	N/A	N/A	\$6784.0	\$63720.0
Percent Difference – School Site and District	N/A	N/A	93.9%	97.4%
State	N/A	N/A	\$5348.0	\$69086.0
Percent Difference – School Site and State	N/A	N/A	119.1%	89.8%

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

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

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 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 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: 1/29/2016

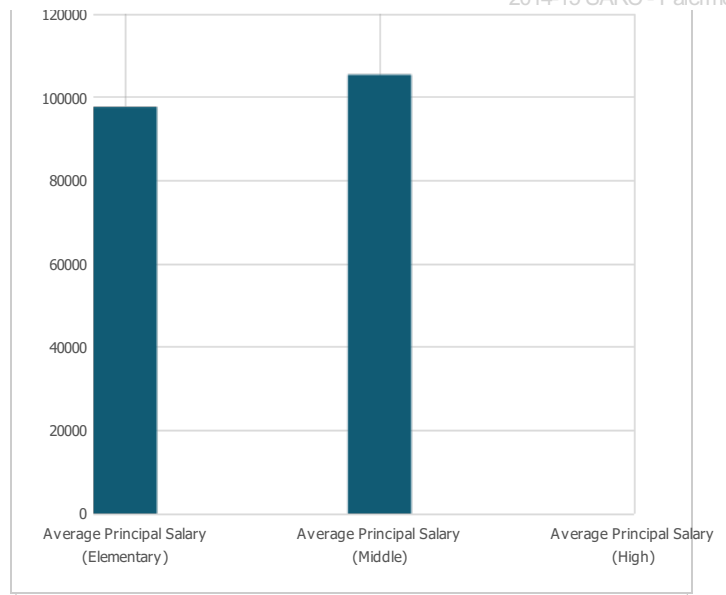
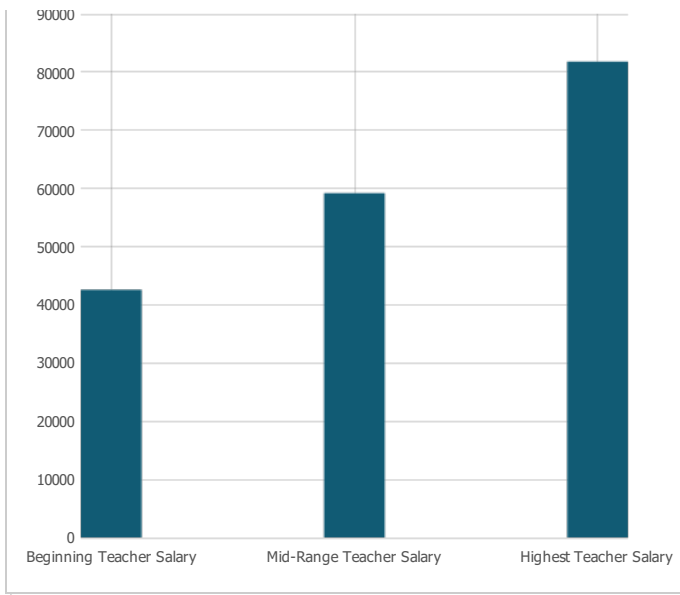
Teacher and Administrative Salaries (Fiscal Year 2013-14)

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/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/28/2016

Professional Development – Most Recent Three Years

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 is 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 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) 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 Delivering Information.

Last updated: 1/28/2016